ECS to Grade 12 Guide to Education

2018-2019



Guide to Education

ECS to Grade 12 2018–2019

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Guide to Education: ECS to Grade 12* is authorized in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, as amended, for use in Alberta schools.

[Original Signed]
Deputy Minister of Education



Available in electronic format on the Alberta Education website.

The electronic version of the *Guide* includes many links. To use the links most efficiently, readers are encouraged to download and save a copy of the *Guide* to their computer.

Note: The Alberta Education website has recently undergone a major redesign and continues to be updated. Links in the *Guide* were checked for accuracy before publication but are subject to change. To report broken links, contact Alberta Education as indicated below.

For suggested changes or questions regarding content, contact the Policy Development and Coordination Branch, Alberta Education, at 780-643-0844 or email EDC.PolicyBranch@gov.ab.ca. To be connected toll-free in Alberta, dial 310-0000.

All references to the School Act are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.

The primary intended audience for the Guide is

| Administrators | ✓ |
|------------------|---|
| Counsellors | ✓ |
| General Audience | |
| Parents | |
| Students | |
| Teachers | ✓ |

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The education of our students is fundamental to shaping a preferred provincial, national and global future. It is also essential in maintaining Alberta's standard of living and ensuring our global competitiveness. Our education system must simultaneously prepare the citizens of tomorrow while equipping our students with the knowledge and skills they need to be successful in a rapidly changing economy and society.

Alberta Education's <u>business plan</u> describes directions that will help our young people get the education they need. The outcomes, key strategies and performance measures in the plan reflect Alberta Education's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements to meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial high school completion requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship and have the skills and attitudes to pursue learning throughout their lives.

The *Guide* is developed by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It is consistent with the objectives and underlying principles of the <u>School Act</u> and contains key requirements and other information for the implementation of education programming and the operation of schools.

Purposes of the Guide

The Guide serves the following purposes:

- to support Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level
- to provide information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- to communicate information useful in organizing and operating Alberta schools to meet the needs of children/students
- · to serve as the key policy repository for the ministry

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in their communities. The Program Foundations section of the Guide describes Kindergarten to Grade 12 education in Alberta and outlines the learning outcomes for students and schools. A focus on students is integral to all school programming and reflects the emphasis of the School Act.

Definitions

The terms "board" and "school" in this document are in accordance with the definitions used in the <u>School Act</u>. In the <u>Guide</u>, the term "school jurisdiction" refers to an Alberta public or separate school division, Francophone Regional authority, or charter school. The term "school authority" includes school jurisdictions, accredited-funded private schools and private early childhood services (ECS) operators.

Document Availability

The Guide is available on the Alberta Education website.

The French version of the *Guide to Education: ECS to Grade 12*, entitled *Guide de l'éducation: Préscolaire à 12^e année*, can also be accessed on the Alberta Education website.

Current versions of the complete statutes and regulations can be accessed via the Queen's Printer website.

Provincial Approach to Student Information (PASI)

The Provincial Approach to Student Information (PASI) is a strategic, multi-faceted system, including business processes, information systems and technologies, to support a collaborative enterprise for education that allows schools, school authorities and the ministry to share student information in real-time. PASI provides the right information to the right people at the right time, supporting schools and school authorities with student information as students move from school to school and transition from grade to grade and teacher to teacher.

Alberta Student Number (ASN)

Alberta Education assigns every student a unique nine-digit Alberta Student Number (ASN). The ASN is required for students to receive services from Alberta Education.

It is the responsibility of each school to ensure that students are aware of their ASN. To assist in this awareness it is recommended that a student's ASN be incorporated into any official documentation produced by a school or school authority and be included in the official student record. Some examples of official documentation include student identification cards, report cards and progress reports.

myPass

myPass is an Alberta Education self-service website for students to

- order high school transcripts in English or French
- · view diploma examination marks
- register to write or rewrite diploma examinations with online payment
- view and print Detailed Academic Reports (DAR)
- view progress toward a credential (diploma or certificate)
- · order additional copies of an awarded credential in English or French
- · receive notifications for important messages

Visit myPass for more information.

Identification of Content Changes

A <u>Summary of Key Changes</u>, which identifies significant updates since the previous edition of the <u>Guide</u>, is posted on the Alberta Education website. However, readers are encouraged to familiarize themselves with the <u>Guide</u> in its entirety.

Alberta Education Mission

The ministry ensures that inclusive learning opportunities enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. Key outcomes are focused on providing policy direction, funding and assurance to the Kindergarten to Grade 12 education system so that all students are successful at learning.

Ministerial Order on Student Learning

Ministerial Order (#001/2013) School Act, Section 39(1)

This ministerial order sets the goals and standards for student learning outcomes.

WHEREAS the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full notential by developing the competencies of Figure 2017 Thinkers and Ethical Spirit, who contribute to a strong and prospercies economy and state to a strong and a state to a strong and a strong

Province: Alberta

meens with an entropronounal opins, who contribute to a strong and prosperous coorionly and society.

VHEREAS education in Alberta is based on the values of opportunity, fairness, citizenship, choice, diversity, and xcellence.

VHEREAS the educational best interest of the child is the paramount consideration in making decisions about a hild's education

VHEREAS education in Alberta will be shaped by a greater emphasis on education than on the school; on the earner than on the system; on competencies than on content; on inquiry, discovery and the application of nowledge than on the dissemination of information; and on technology to support the creation and sharing of nowledge than on technology to support teaching.

VHEREAS competencies are interrelated sets of attitudes, skills and knowledge that are drawn upon and pplied to a particular context for successful learning and living, are developed over time and through a set of elated learner outcomes.

VHEREAS students will study subjects; learn reading, writing and mathematics; and focus more deeply on a urriculum that allows for more interdisciplinary learning through competencies that are explicit in all subjects.

WHEREAS an Engaged Thinker knows how to think critically and creatively and make discoveries through nequiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed wide range of competencies in many areas, including gathering, analysis and evaluation of information; is amiliar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the lature; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be occumulated, and what may be achieved in cooperation with others; and always keeps growing and learning.

WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.

WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.

WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.

- 1 Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.
- 2 The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
 - (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
 - (2) strive for engagement and personal excellence in their learning journey;
 - (3) employ literacy and numeracy to construct and communicate meaning; and
 - (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - (a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
 - (b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - (c) identify and solve complex problems;
 - (d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - (e) innovate: create, generate and apply new ideas or concepts;
 - (f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - (g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
 - (h) demonstrate good communication skills and the ability to work cooperatively with others;
 - (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - (j) identify and apply career and life skills through personal growth and well-being.

Programming Principles

School Act, Section 39(1)

The development of programs to meet the educational needs of students involves multiple levels of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the learning outcomes for all subject-area courses and programs. Alberta Education seeks broad input from educators, business, industry and the community in planning programs of study. Programs of study are established at the provincial level and apply to all students.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, schools, teachers and students. Programming involves a variety of processes for ensuring effective program implementation. These processes include

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- · selecting learning resources
- · assessing student progress
- · evaluating student progress
- · providing time for learning based on student progress

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs are responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways (e.g., by introducing enrichment activities, optional courses, alternative programs, work experience, mentoring and adjustments in instructional time).

General Principles for Effective Programming

The following principles provide a general guide for programming:

Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection of outcomes for student learning must be based on the programs of study. These outcomes should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified and exemplars are provided and communicated to all involved.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- Communication Between School and Home
 Parents are the first and ongoing educators of their children. Schools should enable families to continue their
 involvement in their children's education. The linkage between school and home enables teachers and
 parents to exchange information, jointly support student learning and ensure the continuity of learning
 experiences.
- Connections Across Subject Areas
 There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.
- Partnerships Between School and Community
 What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.
- Consistency Between Programs of Study and Assessment
 Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.
- Coordination Between Schools
 When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to the programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves

- using time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits

- using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes
- using a wide variety of examples and applications of the subject matter to provide students with an
 opportunity to explore and discover areas of relevance and interest
- using a wide variety of assessment strategies to monitor student progress in all areas of the programs of study
- decision making about future programming based upon assessment of students

Programming responds to the developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Indicators of Effective Programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to students' learning needs:

INDICATORS OF EFFECTIVE PROGRAMMING

| Characteristics | Indicators |
|---|--|
| each student are known. | Parents are aware of the learning needs and educational progress of their children. |
| | Teachers are aware of the characteristics and learning needs of individual students. |
| | Teachers are aware of student progress in previous years. |
| | Teachers are aware of student progress in other program areas. |
| | Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next. |
| Instruction is based on the student's current level of achievement. | Students are able to successfully complete the learning activities they are assigned. Students show continuous growth in their learning. |
| Connections are made between what the student already knows and what the student learns next. | Students can describe the relationship between what they are currently studying and what they have previously studied. |
| | Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs. |
| School learning experiences provide challenge. | Students show interest in their studies. Parents comment on student interest and achievement. Students experience a wide range of approaches to learning. At any given time, different students can be observed working on different tasks. Students use a variety of sources to complete their work. Students take initiative in and show responsibility for their learning. |

Introduction

School Act, RSA 2000, c. S-3

The School Act sets out the legal parameters that govern the education of students in Alberta. This section contains extracts from the School Act that highlight the roles and responsibilities of parents, students, teachers, principals and school councils.

Extracts from the *School Act* regarding student attendance, suspension and expulsion have been included so that they may be related to the role of the parent, student, teacher and principal. References are also made to the sections of the *School Act* that highlight the importance of providing students and board staff with a welcoming, caring, respectful and safe learning environment; Bullying Awareness and Prevention Week; support for student organizations; religious and patriotic instruction; notice to parents; student records; and fees and costs.

Readers are advised to access the complete statute on the Queen's Printer website.

The Parent

School Act, Preamble and Sections 1(1)(q), 1(2), 16.2

The preamble of the *School Act* states that parents have a right and responsibility to make decisions respecting the education of their children. The definition of parent is set out in section 1 of the *School Act* and includes

- the guardian as set out in section 20 of the Family Law Act,
- the guardian appointed under Part 1, Division 5 of the <u>Child, Youth and Family Enhancement Act</u> or section 23 of the *Family Law Act* if the guardian notifies the board in writing of the guardian's appointment,
- the guardian appointed under a will or document referred to in section 22 of the Family Law Act whose appointment has taken effect, if the guardian notifies the board in writing of the guardian's appointment,
- the individual who has care and control of the student as a result of the change if the student's guardian resided in Alberta and has changed the guardian's residence so that it is outside Alberta or unknown,
- the guardian of a student appointed under a temporary or permanent guardianship order or a permanent guardianship agreement under the *Child*, *Youth and Family Enhancement Act* if the guardian notifies the board in writing of the guardian's appointment, or
- the Minister of Justice and Solicitor General if the student is in custody under the <u>Corrections Act</u>, the <u>Corrections and Conditional Release Act</u> (Canada) or the <u>Youth Criminal Justice Act</u> (Canada).

Section 16.2 of the School Act states that a parent of a student has the responsibility

- (a) to take an active role in the student's educational success, including assisting the student in complying with section 12,
- (b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (c) to co-operate and collaborate with school staff to support the delivery of supports and services to the student,
- (d) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (e) to engage in the student's school community.

The Student

School Act, Sections 1(1)(gg), 12

Section 1(1)(gg) of the School Act defines a "student" as an individual who is

- (i) enrolled in a school, or
- (ii) required under section 13 to attend school.

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others;
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- (i) positively contribute to the student's school and community.

Independent Student

School Act, Section 1(1)(m)

Section 1(1)(m) of the School Act defines an "independent student" as a student who is

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
 - (A) who is living independently, or
 - (B) who is a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act.

Resident Student

School Act, Sections 1(1)(x), 4(4), 6(3), 44, 45, 273

Section 1(1)(x) of the School Act defines a "resident student" as an individual who is entitled to have access to an education program under section 8 and who is a resident student as determined under section 44.

Section 44 of the *School Act* contains the general provisions that can be used to determine whether a student is a "resident student." Section 273 of the *School Act* is used to determine a person's residence. Section 45 of the *School Act* sets out the responsibilities of boards in relation to a "resident student."

Although Francophone Education Regions and their Regional Authorities do not have "resident students," section 4(4) and section 6(3) of the *School Act* state the following:

- 4 (4) If a provision of this Act applies to a Region, a reference to a resident student in the provision as it applies to the Region is deemed to be a reference to a student enrolled in a school operated by the Regional authority, if any.
- 6 (3) If a student is the child of a Francophone and is enrolled in a school operated by a Regional authority, the student continues to be a resident student of a board of a district, of a division or, if section 44(7) applies to the student, of the Government, but section 45 does not apply to that board or the Minister, as the case may be, with respect to that student while the student is enrolled in a school operated by a Regional authority.

Student Attendance

School Act, Sections 12(b), 13, 14, 60(3)(b)

Section 13 of the School Act states that an individual who

- (a) is eligible to be enrolled in a school,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age,

shall attend school.

School jurisdictions may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13(5). Enforcing school attendance is described under section 14.

Attendance Board

School Act, Sections 13, 14, 15, 126-130

The <u>Attendance Board</u> provides a means to address and seek solutions to issues or problems regarding attendance at school. School jurisdictions and private schools may make referrals to the Attendance Board, under section 15, when a student who is required to attend school under section 13 does not attend school. Under section 126, before referring a matter to the Attendance Board, the student must be advised of the student's duty to attend school under section 13 and all reasonable efforts must be made to enforce the student's attendance at school.

Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and/or the parent to do a number of things, including

- directing the student to attend school
- directing the parent to send the student to school
- · directing the student to take a program or course
- reporting the matter to a director under the Child, Youth and Family Enhancement Act
- imposing a monetary penalty on the parent for each day the student does not attend school and/or
- giving any other direction that the Attendance Board considers appropriate based on the circumstances

An order of the Attendance Board, when filed with the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen's Bench.

Suspension

School Act, Sections 1(1)(hh), 24

The School Act outlines the requirements related to the suspension of students.

Suspension is defined in the School Act by section 1(1)(hh):

"suspend" means to remove a student

- (i) from school,
- (ii) from one or more class periods, courses or education programs, or
- (iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

- 24 (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
 - (a) the student has failed to comply with section 12,
 - (b) the student has failed to comply with the code of conduct established under section 45.1(2),
 - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
 - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
 - (2) A teacher may suspend a student from one class period.
 - (3) A principal may suspend a student
 - (a) from school,
 - (b) from one or more class periods, courses or education programs, or
 - (c) from riding in a school bus.
 - (4) A principal may reinstate a student suspended under subsection (2) or (3).
 - (5) When a student is suspended under subsection (3), the principal shall
 - (a) forthwith inform the student's parent of the suspension,
 - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
 - (c) if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
 - (6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
 - (a) forthwith inform the board of the suspension, and
 - (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,

and the student remains suspended until the board has made a decision under subsection (8).

- (7) The principal may recommend that the board expel the student if
 - (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12,
 - (b) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with the code of conduct established under section 45.1(2),
 - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
 - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
- (8) The board shall within 10 school days after the date of the suspension
 - (a) reinstate the student, or
 - (b) expel the student from school in accordance with section 25.
- (9) Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

Expulsion

School Act, Sections 1(1)(j), 25

The School Act outlines requirements related to the expulsion of students. Expulsion is defined in the School Act by section 1(1)(j):

"expel" means to remove a student

- (i) from school
- (ii) from one or more courses or education programs, or
- (iii) from riding in a school bus

for a period of more than 10 school days in accordance with section 25.

Section 25 of the School Act outlines the expulsion process:

- 25 (1) On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if
 - (a) the principal has recommended that the board expel the student, and
 - (b) the student has been offered another education program by the board.
 - (2) An expulsion must be for a period of more than 10 school days.
 - (3) When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,
 - (a) of the expulsion, and
 - (b) of the right to request a review under section 124.
 - (4) The board may re-enrol a student who has been expelled.

For further clarification or information regarding the student suspension and expulsion processes, contact <u>Learner Services Branch</u>.

Review by the Minister

School Act, Section 124(1)

Section 124(1) of the *School Act* states that if a board makes a decision on an appeal to it or otherwise with respect to certain specific matters, the parent of a student affected by the decision or the student, if the student is 16 years of age or older, may request in writing that the Minister review the decision of the board.

Section 124 of the School Act states the specific matters that the Minister may review. They include

- the placement of a student in a special education program
- a matter related to an individual's entitlement under section 23 of the <u>Canadian Charter of Rights and Freedoms</u> regarding minority language education rights
- · a home education program
- · the expulsion of a student
- · the amount and payment of fees and costs
- · access to or accuracy or completeness of a student record

The Minister may also review matters related to

- a decision made by a Special Needs Tribunal (see section 48 of the School Act)
- an individual's eligibility to be enrolled in a charter school (see section 14 of the Charter Schools Regulation)

The Teacher

School Act, Sections 1(1)(ii), 18(1), 18(2)

<u>Certification of Teachers Regulation</u>, AR 3/1999 (School Act, s. 94)

Practice Review of Teachers Regulation, AR 11/2010 (School Act, s. 94)

Section 1(1)(ii) of the School Act defines a teacher as an individual who holds a certificate of qualification as a teacher issued under this Act.

Section 18(1) of the School Act states that a teacher, while providing instruction or supervision, must

- (a) provide instruction competently to students;
- (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- (d) encourage and foster learning in students;
- (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

Section 18(2) of the *School Act* states that at any time during the period of time that a teacher is under an obligation to the board to provide instruction or supervision or to carry out duties assigned to the teacher by a principal or the board, a teacher must, at the request of the board,

- (a) participate in curriculum development and field testing of new curriculum;
- (b) develop, field test and mark provincial achievement tests and diploma examinations;
- (c) supervise student teachers.

The Principal

School Act, Sections 1(1)(r), 20

Section 1(1)(r) of the School Act defines a principal as a teacher designated as a principal or acting principal under this Act.

Section 20 of the School Act states that a principal of a school must

- (a) provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - (a.1) provide instructional leadership in the school;
- (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
- (c) evaluate or provide for the evaluation of programs offered in the school;
- (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- (e) direct the management of the school;
- (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- (g) promote co-operation between the school and the community that it serves;
- (h) supervise the evaluation and advancement of students;
- (i) evaluate the teachers employed in the school;
- (j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

The School Council

School Act, Section 22 School Councils Regulation, AR 113/2007

Section 22 of the School Act states that

- A school council shall be established in accordance with the regulations for each school operated by a board.
- (2) The majority of the members of a school council shall be parents of students enrolled in the school.

- (3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.
- (4) A school council may, at its discretion,
 - (a) advise the principal and the board respecting any matter relating to the school,
 - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
 - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
 - (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
 - (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.
- (6) A school council may make bylaws governing its meetings and the conduct of its affairs.
- (7) Subject to the regulations, a board may develop and implement policies respecting school councils.
- (8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.
- (9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.
- (10) The Minister may make regulations
 - (a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;
 - (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
 - (c) respecting any other matter the Minister considers necessary respecting school councils;
 - (d) exempting a school or class of schools from the application of this section.

The <u>Alberta School Council Resource Manual</u> provides information on the operation of school councils and is available on the Alberta Education website.

Welcoming, Caring, Respectful and Safe Learning Environments

School Act, Sections 1(1)(b.1), 12, 16.2, 45.1

Students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Section 1(1)(b.1) of the School Act states that

"bullying" means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying also includes "the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution."

Students

Section 12 of the School Act states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (f) respect the rights of others;
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

Parents

Section 16.2 of the School Act states that a parent of a student has the responsibility

(b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

Board responsibility

Section 45.1 of the School Act states that

- (1) A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- (2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.
- (3) A policy established under subsection (2) and a code of conduct established under subsection (2) must
 - (a) affirm the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the board and each student enrolled in a school operated by the board, and
 - (b) contain one or more statements that staff members employed by the board and students enrolled in a school operated by the board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

- (4) A policy established under subsection (2) must contain a distinct portion that addresses the board's responsibilities under section 16.1, and the distinct portion of the policy
 - (a) must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would
 - (i) undermine the promotion of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, or
 - (ii) require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1,
 - (b) must include the text of section 16.1(1), (3), (3.1), (4) and (6),
 - (c) must provide that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 16.1(1)
 - (i) is limited to the fact of the establishment of the organization or the holding of the activity, and
 - (ii) is otherwise consistent with the usual practices relating to notifications of other student organizations and activities, and
 - (d) must set out the name of the legislation that governs the disclosure of personal information by the board.
- (5) A code of conduct established under subsection (2) must contain the following elements:
 - (a) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - (b) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
 - (c) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
- (6) In addition to meeting the requirements under subsections (3), (4) and (5), a board shall do the following:
 - (a) make the policy and code of conduct available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the board;
 - (b) display in a place clearly visible to students in each school the Uniform Resource Locator of the policy and code of conduct on the publicly accessible website;
 - (c) on request, provide a copy of the policy or code of conduct to an individual;
 - (d) by June 30 of each year, review the policy and code of conduct, confirm the review by a board resolution and post or repost the policy and code of conduct on the publicly accessible website after review;
 - (e) comply with any further requirements respecting a policy or code of conduct established by the Minister by order.

For more information, see Safe and Caring Schools on the Alberta Education website.

Bullying Awareness and Prevention Week

School Act, Section 43.1

Section 43.1 of the School Act states that

- (1) The 3rd week in November in each year is Bullying Awareness and Prevention Week.
- (2) The purpose of subsection (1) is to promote awareness and understanding of bullying and its consequences in the school community.

Support for Student Organizations

School Act, Section 16.1

Section 16.1 of the School Act states that

- (1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall
 - (a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - (b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- (2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
- (3) The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.
 - (3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes "gay-straight alliance" or "queer-straight alliance".
- (4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- (5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),
 - (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
 - (b) that staff member shall be deemed to be available to serve as the staff liaison.
- (6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.

Religious and Patriotic Instruction

School Act, Section 50

Section 50 of the School Act states that

- (1) A board may
 - (a) prescribe religious instruction to be offered to its students;
 - (b) prescribe religious exercises for its students;
 - (c) prescribe patriotic instruction to be offered to its students;
 - (d) prescribe patriotic exercises for its students;
 - (e) permit persons other than teachers to provide religious instruction or exercises to its students.
- (2) Where a teacher or other person providing religious instruction or exercises or a teacher providing patriotic instruction or exercises receives a written request signed by a parent of a student that the student be excluded from religious instruction or exercises or patriotic instruction or exercises, or both, the teacher or other person shall, in accordance with the request of the parent, permit the student
 - (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
 - (b) to remain in the classroom or place without taking part in the instruction or exercises.

Notice to Parent

School Act, Sections 50.1, 50.2

Section 50.1 of the School Act states that

- (1) A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.
- (2) Where a teacher or other person providing instruction, teaching a course of study or educational program or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher or other person shall in accordance with the request of the parent permit the student, without academic penalty,
 - (a) to leave the classroom or place where the instruction, course of study or educational program is taking place or the instructional materials are being used for the duration of the part of the instruction, course of study or educational program, or the use of the instructional materials, that includes the subjectmatter referred to in subsection (1), or
 - (b) to remain in the classroom or place without taking part in the instruction, course of study or educational program or using the instructional materials.
- (3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course of study, educational program, instruction or exercises or in the use of instructional materials.
- (4) For greater certainty, this section does not apply with respect to the establishment or operation of a voluntary student organization referred to in section 16.1 or the organizing or holding of an activity referred to in section 16.1.

Complaint process

Section 50.2 of the School Act states that

- (1) If a board, teacher or other person fails to comply with section 50 or 50.1, that failure to comply is deemed to be a decision that may be appealed in accordance with section 123.
- (2) A decision of the board under section 123 with respect to an appeal relating to subsection (1) is final.

Student Records

School Act, Section 38.1

Section 38.1 of the *School Act* states that a board, an operator of a private school and an early childhood services program private operator shall establish and maintain a student record for each student enrolled in its schools.

The following persons may review a student record:

- the student, except where the student is a child referred to in section 30(1)(a) of the School Act;
- the student's parent, except where the student is an independent student; and
- a person who has access to the student under a separation agreement dated before October 1, 2005 or an access order under section 18 or 19 of the <u>Provincial Court Act</u> or under similar legislation, but not under a contact order under Part 2, Division 3, of the <u>Family Law Act</u>.

When requested by a person who is entitled to review a student record, a board, operator of a private school or early childhood services program private operator will provide the person with access to the student record. A board or operator may charge a fee to provide access to or send a copy of a student record.

A person eligible to review a student record is entitled to review any test, test result, information or evaluation contained in a student record. That person is also allowed to request an explanation and interpretation of that test, test result, evaluation or information from a person who is competent to explain and interpret the test or evaluation.

A person who contributes information to a student record is exempt from any liability respecting the provision of that information if that person, in providing that information,

- acted in good faith,
- · acted within the scope of that person's duties and responsibilities, and
- · did not act in a negligent manner.

If, on examining a student record, a person is of the opinion that the student record contains inaccurate or incomplete information, that person may request that the board, operator of the private school or early childhood services program private operator rectify the matter.

Section 38.1(9) states that the rights and benefits pertaining to a student under this section apply with respect to a child who is enrolled in an early childhood services program.

Fees and Costs

School Act, Section 39.1

Section 39.1(1) of the *School Act* states that fees or costs charged to a parent may only be used for the purposes for which they are collected.

For more information, see the <u>School Fees and Costs Regulation</u>.

Children First Act

Children First Act, SA 2013, c. C-12.5

The Children First Act (CFA) supports the health, safety, education, security and well-being of children by providing collection, use and disclosure authorities in addition to those that are currently in the Freedom of Information and Protection of Privacy Act (FOIP Act) and the Health Information Act (HIA). For more information, visit the Children First Act web page.

Child, Youth and Family Enhancement Act

Child, Youth and Family Enhancement Act, RSA 2000, c. C-12

The Child, Youth and Family Enhancement Act imposes the duty to report on a person who believes a child is in need of intervention. Section 4 of the Child, Youth and Family Enhancement Act states the following:

Reporting child in need

- 4 (1) Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a director.
 - (1.1) A referral received pursuant to section 35 of the *Youth Criminal Justice Act* (Canada) is deemed to be a report made under subsection (1).
 - (2) Subsection (1) applies notwithstanding that the information on which the belief is founded is confidential and its disclosure is prohibited under any other Act.
 - (3) This section does not apply to information that is privileged as a result of a solicitor-client relationship.
 - (4) No action lies against a person reporting pursuant to this section, including a person who reports information referred to in subsection (3), unless the reporting is done maliciously or without reasonable and probable grounds for the belief.
 - (5) Notwithstanding and in addition to any other penalty provided by this Act, if a director has reasonable and probable grounds to believe that a person has not complied with subsection (1) and that person is registered under an Act regulating a profession or occupation prescribed in the regulations, the director shall advise the appropriate governing body of that profession or occupation of the failure to comply.
 - (6) Any person who fails to comply with subsection (1) is guilty of an offence and liable to a fine of not more than \$2000 and in default of payment to imprisonment for a term of not more than 6 months.

For more information, see the <u>Duty to Report</u> section or contact <u>School and Community Supports</u>.

Freedom of Information and Protection of Privacy Act

Freedom of Information and Protection of Privacy Act, RSA 2000, c. F-25

The Freedom of Information and Protection of Privacy Act (FOIP) sets out the requirements that school jurisdictions must follow to provide a right of access to records and to protect the privacy of individuals by controlling the manner in which personal information is collected, used and disclosed. For more information, visit the FOIP website.

Personal Information Protection Act

Personal Information Protection Act, SA 2003, c. P-6.5

The Personal Information Protection Act (PIPA) governs the collection, use and disclosure of personal information by private schools and private ECS operators and the right of an individual to have access to their own personal information. For more information, visit the <u>PIPA</u> website.

Public Health Act

Public Health Act, RSA 2000, c. P-37

The Public Health Act regulates Alberta's public health policy practices.

Provision of information by Minister of Education

- 18.2 (1) The Minister may require the Minister of Education to provide to the Minister, in the form and manner and within the time specified, the information set out in subsection (2) that is in the custody or under the control of the Department of Education, for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.
 - (2) For the purposes of subsection (1), the Minister may require the following information to be provided:
 - (a) a student's name, address, postal code, date of birth, sex, grade level and school;
 - (b) the name, address, postal code, telephone number and electronic address
 - (i) of the parent or guardian of a student other than an independent student, or
 - (ii) of an independent student;
 - (c) any other information prescribed in the regulations.

Public Interest Disclosure (Whistleblower Protection) Act

Public Interest Disclosure (Whistleblower Protection) Act, SA 2012, c. P-39.5

The *Public Interest Disclosure Act* (PIDA) facilitates the disclosure of wrongdoing and protects those who make disclosures from reprisals. The Act applies to public entities in Alberta, including public, separate, Francophone, charter and accredited-funded private school authorities. For more information, visit Alberta's <u>Public Interest</u> Commissioner website.

Remembrance Day Act

Remembrance Day Act, RSA 2000, c. R-16

The Remembrance Day Act outlines the requirements for the observance of Remembrance Day in schools.

School remembrance ceremony

- 1 (1) A board, as defined in the School Act, shall on Remembrance Day, with respect to each of its schools,
 - (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
 - (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.
 - (2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
 - (3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

Teaching Profession Act

Teaching Profession Act, RSA 2000, c. T-2

The *Teaching Profession Act* creates the <u>Alberta Teachers' Association</u> (ATA) as the teachers' professional organization in Alberta and sets out provisions governing membership and the discipline of members.

Sections 16 to 60 of the *Teaching Profession Act* outline the process for addressing complaints regarding alleged unprofessional conduct of teachers who are active members of the ATA.

The <u>Practice Review Bylaws</u>, enacted pursuant to section 8(1)(g.1) of the <u>Teaching Profession Act</u>, provide a process for addressing complaints regarding alleged incompetent teaching practices of teachers who are active members of the ATA.

Introduction

Regulations are legal requirements. The following subsections provide a synopsis of selected regulations that are relevant to the operation of schools. The regulation number and the relevant sections of the <u>School Act</u> are also noted.

All regulations are available on the Queen's Printer website.

Charter Schools Regulation

Charter Schools Regulation, AR 212/2002 School Act, Sections 31–38

This regulation addresses the establishment of charter schools and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal. For more information, see the Charter Schools section.

Early Childhood Services Regulation

Early Childhood Services Regulation, AR 31/2002 School Act, Section 30

This regulation sets out the requirements for the operation of early childhood services programs, including safety standards, programs, policies, record keeping, financial reporting and insurance. For more information, see the Early Childhood Services section.

Home Education Regulation

Home Education Regulation, AR 145/2006 School Act, Section 29

This regulation sets out the requirements for the operation of a home education program, including the requirement that the home education program be under the supervision of an associate board or an associate private school as defined in the regulation. For more information, see the Home Education section and the Home Education Handbook.

Practice Review of Teachers Regulation

<u>Practice Review of Teachers Regulation, AR 11/2010</u> <u>School Act, Section 94</u>

This regulation provides a process for addressing complaints regarding alleged unprofessional conduct and/or the alleged incompetent teaching practices of teachers who are not active members of the ATA (teachers in private, charter and band-operated schools).

Private Schools Regulation

Private Schools Regulation, AR 190/2000 School Act, Section 28

This regulation addresses the application for registration and accreditation of private schools; the required programs for registered private schools, accredited private schools and accredited-funded private schools; the records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; three-year education plans; annual reports; required insurance; and financial reporting.

The regulation also requires private schools, among other obligations, to complete an annual operating plan (Annual Operating Plan form), to keep student records and to ensure student records follow the student when the student changes schools.

School Councils Regulation

<u>School Councils Regulation</u>, AR 113/2007 <u>School Act</u>, Section 22

The School Councils Regulation governs the establishment and suspension of school councils.

Section 13 of the *School Councils Regulation* identifies responsibilities of school boards in relation to school councils. This includes providing the opportunity for school councils to be involved in the development of the school's mission, vision and philosophy; policies; annual education plan and annual results report; and budget.

Additional information about the *School Councils Regulation* is available in the *Alberta School Council Resource Manual*. Also see <u>School Authority Planning Resources</u> on the Alberta Education website.

School Fees and Costs Regulation

School Fees and Costs Regulation, AR 101/2017 School Act, Sections 30, 39, 39.1

The School Fees and Costs Regulation sets out the requirements and limitations related to the fees and costs that a school board is authorized to charge parents of students. The regulation requires school boards that are charging school fees to report and submit fee schedules, create and publish fee policies, consult with parents, maintain financial statements and identify the need to charge the fees and the process to request a fee waiver or refund.

School Transportation Regulation

School Transportation Regulation, AR 102/2017 School Act, Sections 30, 39, 39.1, 51

The School Transportation Regulation sets out the requirements respecting student and early childhood services transportation and limits on transportation fees. The regulation requires school boards that are charging fees to report and submit fee schedules; to create fee policies that include the maintenance of financial statements, the need to charge the fees, dispute resolution and the process to request a fee waiver or fee refund; and to publish these policies on their website.

Student Evaluation Regulation

Student Evaluation Regulation, AR 177/2003 School Act, Section 39(3)(c)

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process that may include a Special Cases Committee; ministerial determination of fees; and use of evaluation results. For more information, see the Special Cases Committee section.

Student Record Regulation

Student Record Regulation, AR 225/2006 School Act, Section 38.1

This regulation provides guidance with respect to the information that must be managed and maintained on the student record. It addresses retention periods, procedures for the transfer of student records when students change to schools within or outside of Alberta, the disposal and destruction of records and regulation compliance. It also addresses the right of access to a record and the various instances where a board may disclose information from the student record to third parties while ensuring that the disclosure of information is in accordance with the <u>Freedom of Information and Protection of Privacy Act</u> (FOIP). Private schools, which are subject to certain provisions of this regulation, are also referred to the <u>Personal Information Protection Act</u> (PIPA) for direction in addressing the disclosure of information in student records.

Introduction

The following policies, listed in alphabetical order, are mandatory; however, those responsible for implementing these policies have some flexibility in choosing the methods of implementation.

Daily Physical Activity Policy

To increase students' physical activity levels, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes a day through activities that are organized by the school. This policy is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. For more information, see the Daily Physical Activity section.

English as a Second Language Policy

To facilitate the integration of English language learners into regular school programming and to equip them with the necessary language skills and understanding of the Canadian way of life, school authorities shall provide appropriate English language instruction that meets students' needs. Such programming is critical in helping English language learners participate fully in Alberta's ECS to Grade 12 education system, complete high school and become productive and contributing members of Canadian society. For more information, see English as a Second Language (ESL) on the Alberta Education website.

Human Sexuality Education Policy

To ensure that students achieve learning outcomes prescribed by Alberta Education through the programs of study, school jurisdictions and accredited private schools in providing grades 4 to 9 Health and Life Skills, and Career and Life Management, shall ensure that the human sexuality component is offered to all students. Under section 50.1 of the *School Act*, parents must be provided with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. For more information, see Notice Under Section 50.1 of the School Act.

Inclusive Education Policy

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the <u>Ministerial Order on Student Learning</u>, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

For more information, see <u>Inclusion</u> on the Alberta Education website.

Learning Commons Policy

To support students in attaining the goals and standards as stated in the <u>Ministerial Order on Student Learning</u>, school authorities must ensure that students have access to a learning commons. A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.

For more information, see the Learning Commons section.

Locally Developed Courses Policy

School authorities offering locally developed courses must adhere to the approval processes and requirements contained in the Locally Developed Courses section of the *Guide*. School authorities offering locally developed religious studies courses must ensure that course content includes a comparative study of other major world religions.

For more information, see the Locally Developed Courses section of the Guide.

Student Evaluation Policy

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for

- · accurate, fair and equitable student evaluation
- the student's right of appeal and procedures for appeal
- the role of the student and the teacher in evaluations
- the use of evaluation information for the improvement of the quality of educational programs
- timely communication of evaluation information to students, parents and school councils

For more information, see the <u>Student Assessment: Kindergarten to Grade 9</u> and <u>Student Assessment in Senior High School</u> sections.

Teacher Growth, Supervision and Evaluation Policy

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practise consistently in keeping with the <u>Teaching Quality Standard</u>. For more information, see <u>Teacher Growth</u>, <u>Supervision and Evaluation Policy</u> on the Alberta Education website.

Use and Reporting of Results on Provincial Assessments Policy

School authorities shall analyze, interpret and report provincial grades 6 and 9 assessment results and Grade 12 diploma examination results, and use these assessment results to complement locally designed and administered student evaluation procedures that assess the quality and effectiveness of education provided to students and to improve student learning. For more information, see

- School Authority Planning Resources
- General Information Bulletin: Provincial Achievement Testing Program Grades 6 and 9
- Provincial achievement tests subject bulletins—subject bulletins for each subject in which a provincial
 achievement test is administered can be found on the <u>subject-area web pages</u>
- General Information Bulletin: Diploma Examinations Program
- Diploma examinations information bulletins—information bulletins for each course in which a diploma examination is administered can be found on the <u>subject-area web pages</u>.

For information regarding Grade 3 provincial assessments, visit the <u>Student Learning Assessments</u> web page.

Introduction

The following standards specify compulsory acceptable levels of educational program delivery.

Ministerial Order on Student Learning

Ministerial Order (#001/2013)

This ministerial order sets the goals and standards for student learning outcomes. See the <u>Program Foundations</u> section.

Standards for the Provision of Early Childhood Special Education

<u>Standards for the Provision of Early Childhood Special Education</u> outlines the requirements for school authorities regarding the delivery of high quality special education programming to children who are eligible for Alberta Education funding. For more information, see the Early Childhood Services section.

Standards for Special Education, Amended June 2004

Ministerial Order (#015/2004)

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. For more information, see <u>Diverse Learning Needs</u>.

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta Ministerial Order (#016/97)

This ministerial order applies to teacher certification, professional development, supervision and evaluation, and is supported by descriptions of selected knowledge, skills and attributes (KSAs) appropriate to teachers at different stages of their careers.

Please note that the current *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta Ministerial Order* (#016/97) remains in effect until September 2019.

In February 2018, the Minister signed a new *Teaching Quality Standard* (#001/2018) along with a *Leadership Quality Standard* (#002/2018) and *Superintendent Leadership Quality Standard* (#003/2018). These three standards come into effect in September 2019. During the 2018–2019 school year, implementation supports will be available.

The Leadership Quality Standard and Superintendent Leadership Quality Standard define the competencies of effective school and school authority leadership and superintendent leadership. Leadership certification will be required for principals and superintendents as of September 2019.

For more information, see Professional Practice Standards on the Alberta Education website.

REQUIREMENTS IN OTHER ALBERTA EDUCATION DOCUMENTS

Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools. See the <u>Alberta Education</u> website for all documents referenced in this section.

Alberta Education Business Plan

The <u>Alberta Education Business Plan</u> identifies outcomes, key strategies and performance measures for improving the provincial education system.

Alberta Programs of Study

The Alberta <u>programs of study</u> are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

Funding Manual for School Authorities

The *Funding Manual for School Authorities* defines the terms and criteria under which a school jurisdiction, accredited-funded private school or private ECS operator may obtain funding.

Policy and Requirements for Education Planning and Results Reporting

Section 10(2) of the <u>Fiscal Planning and Transparency Act</u> requires accountable organizations under the jurisdiction of government ministries, including school boards, to prepare business plans and annual reports for each fiscal year in the form, at a time and containing the information acceptable to the Minister.

Section 13(1) of the <u>School Councils Regulation</u> requires school boards to provide the school council with the opportunity to provide advice on the development of the school's mission, vision and philosophy; annual education plan; annual results report; and budget. Section 13(2) requires school boards to provide the school council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures. These requirements are incorporated into the <u>Policy and Requirements for School Board Planning and Results Reporting</u> and the <u>Policy and Requirements for Charter School Planning and Results Reporting</u>.

These planning and results reporting documents provide guidance on the legislative authority and requirements for school jurisdictions and accredited-funded private schools (see <u>Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting</u>) in preparing, updating and reporting on their three-year education plans. The planning and results reporting documents also contain the <u>School Authority Accountability Policy</u>. Guidelines and advice to assist school authorities with planning and reporting are contained in a separate document: <u>School Authority Planning and Reporting: Reference Guide</u> (see Planning Cycle).

Programs of Study

School Act, Section 39(1)

Alberta Education develops programs of study in both English and French. The <u>programs of study</u> are prescribed by the Minister pursuant to section 39(1) of the *School Act*.

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
 - General Outcomes
 - Specific Outcomes

See the Alberta Education website for all programs of study.

Inclusive Education

<u>Inclusion</u> is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences, and promotes genuine equality of opportunities for all learners in Alberta.

Every learner has unique needs. Some learners have profound and ongoing needs; others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments.

An inclusive education system that responds to the needs of all learners addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.

Alberta Education has produced a number of resources that include information and strategies for addressing the <u>diverse learning needs of children and students</u> and that support the implementation of the <u>Inclusive Education Policy</u>.

Supports and Services for Children

School Act, Section 30
Early Childhood Services Regulation, AR 31/2002
Standards for the Provision of Early Childhood Special Education

Alberta Education supports the education of children with special needs. Section 30(1) of the *School Act* states that a board or, with the approval of the Minister, a person may provide an early childhood services program. A program may be provided to a child who, as of September 1, is younger than 6 years of age, if the parent of the child requests it.

A child attending an early childhood services (ECS) program is not considered a resident of the board, or entitled to any of the rights or benefits given to a student under the Act.

Standards for the Provision of Early Childhood Special Education outlines school authority program delivery requirements and expectations that support Alberta Education's objective of providing consistent direction while supporting flexibility and discretion at the local school authority level.

PROGRAM PLANNING

As per the <u>Funding Manual for School Authorities</u> (Section 1.1), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with special needs. This programming

- is based on an <u>individualized program plan</u> (IPP); all children with special needs, including children who are gifted and talented, require IPPs
- provides parents with opportunities to participate in decisions affecting their children's education
- · may be provided in a variety of settings
- is based on the results of continuous assessment and evaluation
- is individually and developmentally appropriate
- includes a collaborative approach to ensure coordinated service delivery when other agencies and service providers are involved

Alberta Education has developed a set of <u>Early Childhood Services Fact Sheets</u>. For more information, contact <u>School Accreditation and Standards</u>.

Supports and Services for Students

School Act, Sections 16.2, 45, 47

Ministerial Order (#015/2004) – Standards for Special Education, Amended June 2004

Ministerial Order on Student Learning (#001/2013)

Alberta Education supports the education of students with special needs. Sections 45 and 47 of the *School Act* outline board responsibilities related to students, including the obligations to provide to each student enrolled in a school operated by the board an education program that will give the student the opportunity to meet the standards of education set by the Minister. School boards are responsible for assessing the learning needs of students and identifying appropriate strategies and supports. Parents have a right and responsibility to work with boards to ensure their children's needs are met subject to limitations based upon reasonableness in each circumstance.

Standards for Special Education, Amended June 2004 is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

In order to meet the needs of students, programming

- is based on an <u>individualized program plan (IPP) or instructional support plan (ISP)</u>; all students with special needs, including students who are gifted and talented, require IPPs/ISPs
- may be provided in a variety of settings
- is based on information gathered, including the results of ongoing assessment, observation and evaluation
- provides access to an educational program that is relevant, meaningful and age-appropriate, using the programs of study as a starting point of instruction

Students with special needs taking courses for credit are expected to meet course requirements using the supports outlined in their IPPs/ISPs.

For more information, contact School Accreditation and Standards.

Francophone Education

School Act, Section 10

Alberta Education recognizes that English and French are the official languages of Canada. Canadian citizens belonging to the Francophone minority in Alberta have the right to have their children educated in Francophone schools according to section 23 of the <u>Canadian Charter of Rights and Freedoms</u> and section 10 of the <u>School Act</u>.

Section 23 right holders may exercise their rights under the *Canadian Charter of Rights and Freedoms* by enrolling their children in a Francophone school operated by a Francophone Regional authority.

To support the education of children and students eligible for Francophone education, the Francophone school provides appropriate programming that reflects the pillars of Francophone education: language, identity, culture and community integration. Francophone Regional authorities should consult <u>Affirming Francophone Education</u>: <u>Foundations and Directions, A Framework for French First Language Education in Alberta</u>, available on the Alberta Education website.

Francisation (Francophone)

Francisation programming is composed of program planning and instructional supports to eligible children and students registered in a Francophone education program offered by Francophone Regional authorities, to assist children and students in developing the French language proficiency that will allow them to fully integrate socially, academically, culturally and at the community level as Francophones and in Canadian society in general.

Alberta Education's Seuils repères pour la francisation, de la prématernelle à la 12e année (ECS to Grade 12 Francisation benchmarks) and other supports found in the digital resource <u>La francisation: l'affaire de tout le monde</u> have been developed in collaboration with Francophone Regional authorities to guide Francisation programming and support early learning educators and teachers in assessing and reporting progress of Francophone students with Francisation needs.

Refer to the Funding Manual for School Authorities for information on Francisation coding and funding.

For more information, see Francisation on the Alberta Education website or contact French Education Services.

Curriculum Implementation, Kindergarten to Grade 12

Provincial implementation dates for new programs of study are not yet determined. Dates will be determined in consultation with education partners based on readiness and supports for implementation. For more information, see <u>Curriculum Development</u> on the Alberta Education website.

Learning and Teaching Resources

School Act, Section 39(1)

Pursuant to section 39(1) of the School Act, the Minister may authorize instructional materials for use in schools.

For more information, see the Resources and Services section.

First Nations, Métis and Inuit Education

Alberta Education supports First Nations, Métis and Inuit student success with a number of key strategies, including establishing collaborative partnerships with First Nations and Métis communities; supporting school authorities to build relationships and engage with First Nations, Métis and Inuit parents and families; developing culturally relevant learning resources and program supports; increasing the number of First Nations, Métis and Inuit professionals in the education workforce; and providing professional learning in First Nations, Métis and Inuit education to ensure that all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools. The *First Nations, Métis and Inuit Education Policy Framework* provides a basis for the implementation of student-focused strategies that increase all Albertans' understanding of First Nations, Métis and Inuit cultures, peoples and histories. Information about First Nations, Métis and Inuit education, the *First Nations, Métis and Inuit collaborative framework model*, partnerships with First Nations and Métis communities and other initiatives and resources is available on the Alberta Education website. For additional information, contact the *First Nations, Métis and Inuit Education Directorate*.

Alberta Education collaborates with education partners, including First Nations, Métis and Inuit Elders, Knowledge Keepers, teachers and representatives from stakeholder organizations to advance reconciliation and honour the government's commitment to the Truth and Reconciliation Commission. Alberta is committed to supporting the advancement of Education for Reconciliation through the inclusion of First Nations, Métis and Inuit perspectives and experiences, in historical and contemporary contexts, throughout Alberta's Kindergarten to Grade 12 (K–12) curriculum. Schools are encouraged to use learning and teaching resources that ensure Alberta students and teachers are knowledgeable, respectful and have understanding of the rich diversity of First Nations, Métis and Inuit experiences and perspectives, cultures and contributions in historical and contemporary contexts, including residential schools and their legacy, and treaties and agreements.

Alberta Education worked in partnership with First Nations, Métis and Inuit educators and Elders to develop the Aboriginal Studies 10–20–30 Program of Studies and published resources such as Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum, Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum and Our Words, Our Ways to assist teachers and schools in deepening their understandings of First Nations, Métis and Inuit ways of knowing and perspectives and in improving education outcomes for First Nations, Métis and Inuit students. For more information, visit Education for Reconciliation.

Alberta Education works closely with First Nations, Métis and Inuit Elders, Knowledge Keepers, language holders and educators to enhance curriculum and support K–12 Indigenous language and culture programs. School authorities intending to offer Indigenous language and culture programs may choose from Alberta Education programs of study, including K–12 Blackfoot or Cree language and culture programs, or they may use locally developed courses such as Dene, Nakota/Nakoda or Tsuut'ina.

School authorities are required to include an Aboriginal self-identity question on student registration forms. The required wording for this question is listed in <u>Aboriginal Student Self-identification Information for School Authorities</u>. This document also provides advice about how schools should submit this information to Alberta Education. The data obtained under this initiative allows the ministry to monitor and report on education outcomes, such as achievement levels for First Nations, Métis and Inuit students, and to allocate differential First Nations, Métis and Inuit funding to school authorities.

Closing systemic gaps in First Nations, Métis and Inuit education is a priority for the province. First Nations, Métis and Inuit students will be supported by an education system that meets their programming and learning needs. Students will be engaged in relevant and meaningful learning experiences from Kindergarten to Grade 12.

Differential funding, based on the number of self-identified First Nations, Métis and Inuit students, is provided to assist school authorities in meeting local needs. For further information on funding for First Nations, Métis and Inuit students, see the *Funding Manual for School Authorities*.

Adult Programming in the K-12 Education System

Boards are required to concentrate their educational programming on students who are six years of age or older and younger than 19 years of age, as of September 1. Any and all adult programs offered by a board are subject to the following conditions:

- No public, post-secondary institutions offer similar programs within the board's jurisdiction.
- No courses, programs or vocational training for adults are offered to students residing outside the province of Alberta.
- All adult programs are offered on a cost-recovery basis using full-cost accounting.
- Any adult programs are delivered through separate organizational units that include the maintenance of separate records and accountability information.
- All records and accountability information are available on demand for inspection by Alberta Education.
- Any adult vocational training is licensed through the <u>Private Vocational Training Act</u>.
- No board under the <u>School Act</u> may use the term "college" in connection with its educational or other activities.
- No funding provided to support ECS to Grade 12 programs is diverted to support any courses, programs or vocational training for adults.

The following definitions apply to the requirements for adult programming:

- "Adult" means an individual who on September 1 of the current school year is 19 years of age or older.
- "Adult program" means a set of courses offered to adults that may lead to a post-secondary credential such as, but not limited to, a diploma or certificate.
- "Adult vocational training" means a program of instruction provided to adults in a vocation.
- "Vocation" means a particular occupation, business, profession or calling.
- "Jurisdiction" means the geographical area in the province where education services are delivered by, and resident students are governed by, an operating school board.
- "Separate organizational unit" means an entity for program delivery for which there is a separate program code through which all expenses and revenues for the program are tracked.
- "Full-cost accounting" means a model that provides details on all the costs associated with producing a product or service.

Early Childhood Services

School Act, Section 30
Early Childhood Services Regulation, AR 31/2002

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. Kindergarten is part of the ECS continuum of programs and refers specifically to the education program for children in the year prior to Grade 1.

In ECS programs, young children participate as active learners within developmentally appropriate learning experiences and develop knowledge, skills and attitudes that lay the foundation for subsequent learning.

ECS programs may be offered in accordance with section 30 of the *School Act*. As per the *Funding Manual for School Authorities* (Section 1.1), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with special needs.

Kindergarten

Kindergarten, as part of ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the learner expectations outlined in the <u>Kindergarten Program Statement</u>, the <u>Programme d'éducation pour la maternelle – Français langue première</u> or the <u>Programme d'éducation pour la maternelle – Immersion</u>.

The guiding principles within the Kindergarten Program Statement (English and French versions) are the basis of all ECS programs. Additionally, these program statements describe the learning that is foundational for future learning and development.

Access to Minimum Hours of Instruction: Early Childhood Services

As per the *Funding Manual for School Authorities*, ECS operators shall provide access to a minimum of 475 hours of instruction for each child during a school year.

For individual children, modification to these hours based on the child's developmental level and educational needs is possible and should be recorded in the child's <u>individualized program plan</u>.

Definition of Instruction: Early Childhood Services

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study and/or individualized program plans through

- face-to-face interaction with children for the purpose of teaching and assessing children's achievement of outcomes, and/or
- interaction with children who are engaged in classroom learning in a Kindergarten, preschool, playschool, daycare or child-care setting, and/or family-oriented programming sessions

Instructional Time: Early Childhood Services

Instructional time includes time scheduled for the purposes of instruction and other activities for children where direct child-teacher interaction and supervision are maintained.

A school may use a maximum of 35 hours of instructional time for activities such as

- visits to the child's home
- staggered entry
- · small group days
- · demonstration of child learning in child-parent-teacher conferences (child must be in attendance)

that promote the transition of children from home to school and encourage communication and relationship building.

Instructional time does not include

- · teacher convention days
- · professional development days
- teacher planning days
- · staff meetings
- · statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children

Program Option for Remote Areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. The ECS home program must be planned, delivered and evaluated by an Alberta certificated teacher, and must be composed of at least 22 visits to the home of one and a half hours or longer per visit.

For additional information, see the *Funding Manual for School Authorities*.

For individual children with disabilities who live in a remote area, the ECS operator should contact <u>School Accreditation and Standards</u> to discuss program options.

Grade 1 to Grade 9

Access to Minimum Hours of Instruction: Grade 1 to Grade 9

School Act, Section 39(1)(c)

To ensure equitable access for Grade 1 to Grade 9 students, a minimum number of instructional hours is specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act* and as per the *Funding Manual for School Authorities*, and to allow for a balanced program that leads to the student learning outcomes outlined in the *Ministerial Order on Student Learning*, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

Note: For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

[•] These visits support the transition from home to school, including meeting the parents/guardians and providing orientation about the program or follow-up on the child's progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of hours of instruction.

Definition of Instruction: Grade 1 to Grade 9

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or individualized program plans through

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance education, and/or
- · supervision of student workplace learning

Instructional Time: Grade 1 to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include

- · teacher convention days
- · professional development days
- · parent-teacher interview days
- · teacher planning days
- staff meetings
- · statutory and school authority-declared holidays
- lunch breaks
- · breaks between classes
- recesses
- · time taken for the registration of students
- · extracurricular activities

Organization of Instructional Time

The following requirements and considerations apply to the organization of instructional time:

- In accordance with section 39(1)(c) of the School Act and as per the <u>Funding Manual for School Authorities</u>, all students must be provided access to a minimum number of hours of instruction. See <u>Access to Minimum Hours of Instruction</u>: Early Childhood Services and <u>Access to Minimum Hours of Instruction</u>: Grade 1 to Grade 9 in this section.
- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a school authority matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students.
- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

Information and Communication Technology

The <u>Information and Communication Technology (ICT) Program of Studies</u> identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12 to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas.

Daily Physical Activity (Grade 1 to Grade 9)

The goal of daily physical activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. <u>Daily Physical Activity:</u> <u>A Handbook for Grades 1–9 Schools</u> supports the implementation of DPA. For more information, see the <u>Daily Physical Activity Policy</u>.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of healthy lifestyles and a lifelong habit of daily physical activity.

School authorities are to monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily. Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to principal by a medical practitioner indicating activities in which the student is not able to participate

Daily physical activities should vary in form and intensity and take into account each student's ability. Teachers should consider resources available within the school and the larger community to allow for student choice.

School authorities have the flexibility to use instructional and/or non-instructional hours to implement DPA.

- Physical education classes are an appropriate strategy to meet the DPA requirement.
- DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day (e.g., two 15-minute blocks of time for a total of 30 minutes).
- DPA can be incorporated throughout the day and integrated into other subject areas.

<u>Safety Guidelines for Physical Activity in Alberta Schools</u> has been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school programs.

English as a Second Language

Students who are English language learners may require English as a second language (ESL) program planning and instructional supports to achieve grade-level expectations and reach their full potential. For information on coding and funding for students who are English language learners, refer to the <u>Funding Manual for School Authorities</u>.

Kindergarten to Grade 9 schools with students who are English language learners should refer to the <u>English as</u> a <u>Second Language Kindergarten to Grade 9 Guide to Implementation</u> and <u>Working with Young Children Who Are Learning English as a New Language</u>.

The Alberta K–12 ESL Proficiency Benchmarks, located on the <u>Supporting English Language Learners</u> web page, have been developed to guide ESL programming and to support teachers in assessing and reporting the progress of English language learners.

For more information, see English as a Second Language on the Alberta Education website or contact the Early Years Curriculum Branch or Middle Years Curriculum Branch.

Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

PERCENTAGE OF TIME ALLOCATIONS RECOMMENDED GRADE 1 AND GRADE 2

| Subject Areas | English Language Programming Percentage | Francophone/ French Immersion Programming Percentage |
|--|---|---|
| English Language Arts | 30% | {30%} |
| French Language Arts /Français | 0% | [3070] |
| Mathematics | 15% | 15% |
| Science | 10% | 10% |
| Social Studies | 10% | 10% |
| Art and Music | 10% | 10% |
| Health and Life Skills and Physical Education | 10% | 10% |

| Time for other subjects (e.g., second languages, drama, locally developed courses, religious instruction) | 15% |
|---|-----|
|---|-----|

- French language arts is taught in alternative French language programs (including French immersion).
- 2 Français is taught in Francophone schools.
- The recommended time is 10% for schools that implement provincial programs of study for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

GRADE 3 THROUGH GRADE 6

| Subject Areas | English Language Programming Percentage | Francophone/ French Immersion Programming Percentage |
|--|---|--|
| English Language Arts | 25% | {35%} |
| French Language Arts /Français | 0% | {35%} |
| Mathematics | 15% | 15% |
| Science | 15% | 10% |
| Social Studies | 10% | 10% |
| Art and Music | 10% | 10% |
| Health and Life Skills and Physical Education | 10% | 10% |

| Time for other subjects (e.g., second languages, drama, locally developed courses, religious instruction) | 15% | 10% | |
|---|-----|-----|--|
|---|-----|-----|--|

- French language arts is taught in alternative French language programs (including French immersion).
- 2 Français is taught in Francophone schools.
- The recommended time is 10% for schools that implement provincial programs of study for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Elementary Program Optional Subjects

School Act, Section 60(2)(a)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed at the local level as locally developed courses. The following are optional subjects for which learning outcomes have been developed at the provincial level:

- Career and Technology Foundations (CTF)
- Drama (English program only)
- First Nations, Métis and Inuit languages programs (see the chart in the <u>Language Programs/Course Sequences/Courses</u> section)
- French as a second language (for more information, see the <u>Language Programs/Course Sequences/Courses</u> section)
- International languages programs (see the chart in the <u>Language Programs/Course Sequences/Courses</u> section)

Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the *Ministerial Order on Student Learning*.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

RECOMMENDED TIME ALLOTMENTS FOR REQUIRED SUBJECT AREAS JUNIOR HIGH SCHOOL PROGRAM

| Subject Areas | English Language Programming (hours per year) | Francophone/ French Immersion Programming (hours per year) |
|---|---|---|
| English Language Arts | 150 | {250} |
| Français or French Language Arts | 0 | {250} |
| Mathematics | 100 | 100 |
| Science | 100 | 100 |
| Social Studies | 100 | 100 |
| Physical Education | 75 | 75 |
| Health and Life Skills | 50 | 50 |
| Second Languages [€] and Optional Courses [€] | (time may vary) | (time may vary) |
| Total hours of instruction: | 950 hours | 950 hours |

- Français is taught in Francophone schools.
- French language arts is taught in alternative French language programs (including French immersion).
- The recommended time allocation is 95 hours for schools that implement provincial programs of study for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.
- Programs of study for Fine Arts are designed as 75-hour courses at each level.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Recommended Time Allotments for Instruction in a Language Other than English or French

School Act, Section 11

For schools offering instruction in a language other than English or French, the junior high school time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

Junior High Optional Courses

Schools shall offer two optional courses. Where instruction is offered in a language other than English, only one other optional course is required.

Optional courses help students achieve the outcomes outlined in the <u>Program Foundations</u> section. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, as well as provide learning opportunities in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional Courses

The optional courses are categorized as follows:

Career and Technology Foundations (CTF) / Career and Technology Studies (CTS)

Environmental and Outdoor Education

Ethics

• This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine Arts

- Art
- Drama
- Music
 - Choral
 - General
 - Instrumental

First Nations, Métis and Inuit Languages

- Provincial programs for First Nations, Métis and Inuit languages are outlined in the chart in the <u>Language</u> Programs/Course Sequences/Courses section.
- Local language programs may be approved locally developed courses.

French as a Second Language

• For more information, see Language Programs/Course Sequences/Courses.

International Languages

- Provincial programs of study are available for bilingual as well as language and culture programming.
- Provincial programs for international languages available at the junior high school level are outlined in the chart in the <u>Language Programs/Course Sequences/Courses</u> section.
- Local language programs may be approved locally developed courses.

Locally Developed Courses

• For more information, see the Locally Developed Courses section.

Religious Studies

• Religious studies may be offered at the discretion of the local school board under section 50 of the School Act.

Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take online learning or print-based distance education courses. Principals should ensure that students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.

Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs while they are still in junior high school. Certain courses are required for an Alberta High School Diploma or a Certificate of High School Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the prerequisites to avoid possible difficulties in the later senior high school years.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. In Grade 10, students will take either Mathematics 10C or 10-3, with the 10C course leading to either the -1 or -2 course sequence. The -1 course sequence (20-1, 30-1) is designed for students whose post-secondary studies may require the study of calculus. The -2 course sequence (20-2, 30-2) is designed for students whose post-secondary studies do not require the study of calculus. The -3 course sequence (10-3, 20-3, 30-3) is designed for students pursuing apprenticeship programs or for those directly entering into the workforce. For students who meet the criteria, the Knowledge and Employability Mathematics 10-4 and 20-4 courses are also available. Also see Program Planning section.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the specific requirements for high school completion.

Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about career planning, see the ALIS website.

Grade 10 to Grade 12

Access to Minimum Hours of Instruction: Grade 10 to Grade 12

School Act, Section 39(1)(c)

In accordance with section 39(1)(c) of the *School Act* and as per the *Funding Manual for School Authorities*, all schools, those participating in High School Redesign and those not participating in High School Redesign, must ensure that students have access to a minimum of 1000 hours of instruction per school year.

Access to instruction means

- Alberta certificated teachers are assigned to deliver or supervise the instruction
- the instruction and evaluation of performance are based on the outcomes in an approved program of studies
- · there are designated times when teachers are available to students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers

Definition of Instruction: Grade 10 to Grade 12

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or individualized program plans/instructional support plans through

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance education, and/or
- · supervision of student workplace learning

Instructional Time: Grade 10 to Grade 12

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include

- teacher convention days
- professional development days
- parent-teacher interview days
- teacher planning days
- · staff meetings
- · statutory and school authority-declared holidays
- · lunch breaks
- · breaks between classes
- supervised study halls
- time taken for the registration of students
- · extracurricular activities
- · graduation/commencement rehearsals and ceremonies

School Organization

School authorities are to develop methods of school organization and instructional delivery that best meet the needs and interests of individual students. An intentional focus on creating student-centred approaches to high school completion is essential to improving student engagement and student achievement. The High School Completion Strategic Framework is designed around core strategies that support this focus, including tracking progress, student engagement, successful transitions, collaborative partnerships and positive connections. These strategies offer a systemic and coordinated approach to addressing the challenges students face in preparing for, entering and completing high school.

For more information on the framework and other resources that support student-centred approaches to success, see <u>Strategic Framework</u>, <u>Foundational Principles</u> and the <u>Ministerial Order on Student Learning</u> on the Alberta Education website.

Student-centred organization, programming and planning enables school authorities and schools to be responsive to the diverse needs and interests of all students and can include whole-school and/or whole-jurisdiction decisions related to

- assessment and evaluation practices (see Moving Forward with High School Redesign)
- expectations for attendance and re-engagement practices (see Office of Student Attendance and Reengagement)
- intervention practices and supports for at-risk students (see <u>Supporting High School Completion: A Tool Kit for Success</u>)
- embedded and targeted professional learning opportunities (see <u>Moving Forward with High School Redesign</u>)
- monitoring student, school and school authority data and activities related to early identification of trends and factors that may contribute to student success in high school (see <u>Moving Forward with High School Redesign</u>)

In establishing student-centred organization, programming and planning, schools and school authorities should consider

- · supporting students during various transitions through learning and life
- engaging students in career and personal planning
- providing students with personalized learning opportunities such as dual credit and off-campus education programs, as well as optional courses
- creating opportunities for students to have input into their learning and school environment
- demonstrating connections within and across subjects/disciplines by leveraging learning outcomes from across course sequences or through cross-curricular opportunities
- offering opportunities for flexible pacing that is responsive to diverse learning needs

Schools participating in High School Redesign are exempted from the 25 hours of instruction per high school credit requirement; this allows schools to have increased flexibility in programming for student needs. For more information, see Moving Forward with High School Redesign or email EDC.highschoolcompletion@gov.ab.ca.

Schools *not* participating in High School Redesign must meet the 25 hours of instruction per high school credit requirement. If a course is delivered in a face-to-face, classroom-based setting, the course must be timetabled for both students and teachers for 25 hours per high school credit. The exceptions to this requirement are given below:

- All 3-credit courses require a minimum of 62.5 hours of instruction for each course.
- Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure
 that students meet all of the outcomes of each 1-credit course.
- Summer break, evening (6 p.m. or later) and weekend programs for senior high school students may be
 offered by boards, accredited private schools and other accredited high schools; e.g., private and public
 colleges. The program requirements noted in the *Guide* apply to all schools offering senior high school
 summer, evening and weekend programs for credit, except that, for these programs, instructional time
 may vary (access to instruction of at least 16 hours per credit must be provided).

For detailed credit enrolment unit (CEU) funding information, see the Funding Manual for School Authorities.

Programming can be provided

- · in a classroom setting
- · in an online setting
- · in an outreach setting
- at a distance

or any combination thereof.

Subject to the approval of the principal, students under age 16 may take online learning or print-based distance education courses. These are offered through a number of school authorities in the province. Students aged 16 or over do not require approval of the principal to take online learning or print-based distance education courses. For more information about online learning or print-based distance education courses, see the Program Delivery Options section under Program Administration and Delivery.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the outcomes of the courses they have chosen and be evaluated on that basis. Whatever the method(s) of programming, the certificated teacher is responsible for the student-centred planning and implementation of instruction, as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study. The school authority is responsible for ensuring that teachers are meeting the requirements of the Teaching Quality Standard through the Teacher Growth, Supervision and Evaluation Policy.

The following courses must always be offered at 25 hours per credit and there are no exceptions to this regardless of when the course is offered:

- Green Certificate Program courses
- Registered Apprenticeship Program (RAP) courses
- Work Experience 15, 25 and 35
- Workplace Practicum 20-4 and 30-4

Programming for High School Completion and Beyond

Planning to Meet the High School Diploma and Certificate Requirements

Certain courses are mandatory to meet Alberta High School Diploma and Certificate of High School Achievement requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the prerequisites.

For example, a student must successfully complete a Social Studies course at the 30 level (30-1 or 30-2) to qualify for an Alberta High School Diploma. A Grade 9 student wishing to obtain an Alberta High School Diploma should enrol in Social Studies 10-1 or 10-2 to ensure completion of the necessary courses by the end of Grade 12. For more information, see <u>Transfer Points (Recommended) and Course Sequences for Senior High School</u>.

Students with a significant cognitive disability can achieve the <u>Certificate of School Completion</u>. For more information on graduation requirements, credentials and credits, see the <u>Diploma and Certificate Requirements</u> section.

In addition to diploma and certificate requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions in the *Guide*.

Students eligible under section 10 of the *School Act* have the opportunity to complete all of their core and optional coursework in French, with the exception of English language arts requirements.

For more information, see Planning in Junior High for Senior High School Programs.

Planning for After High School

To enhance student learning and engagement, senior high school programming and course timetabling should provide students with relevant opportunities to make connections beyond the classroom and in the community, for career exploration, to develop competencies and to transfer learning to other areas of their lives.

School authorities are encouraged to strengthen partnerships with relevant business, community and post-secondary partners to develop high school programming that is articulated with a variety of programs in colleges and technical institutes and that meets diploma or certificate requirements.

For more information, contact the High School Social Studies and Career Pathways Branch.

Scholarships

All students should be made aware of the requirements for the <u>Alexander Rutherford High School Achievement</u> Scholarship.

Students should also be made aware of the Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS) Scholarships.

For more information on scholarships and bursaries, see the ALIS website.

General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta High School Diploma or Certificate of High School Achievement does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the ALIS website.

For information on planning high school occupational and Career and Technology Studies programs that are articulated with Apprenticeship and Industry Training programs, see <u>Apprenticeship Articulation</u> under Career and Technology Studies in the Courses and Programs section as well as the <u>Diploma and Certificate</u> Requirements section.

Mark Submission

Unless otherwise indicated, marks are to be submitted to Alberta Education in percentages. All marks are to be submitted into PASI.

Introduction

This section provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary (Kindergarten to Grade 6) and for junior high school (Grade 7 to Grade 9).

Career and Life Management (CALM)

<u>Career and Life Management (CALM)</u> may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year. Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a <u>Fine Arts</u> or <u>Career and Technology Studies (CTS)</u> course in Grade 11.

Partial Exemption from CALM

Section 50.1 of the <u>School Act</u> requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional materials. See <u>Notice Under Section 50.1 of the School Act</u>.

Exemption from CALM

Principals can exempt students from CALM when students transfer from out-of-province into Alberta schools in Grade 12. For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school. In this case, the principal exempts the student and submits the exemption into PASI. The exemption should be submitted at the time it is granted. If the student does not graduate, the exemption is not removed automatically. It is at the principal's discretion whether to remove the exemption or allow it to remain.

For more information, see <u>Grade 12 Exemptions for Transfer-in Students</u>, <u>Mature Students</u> or the <u>Career and Life Management Program of Studies</u>.

Students can also be exempted completely from CALM because of religious beliefs. In this case, parents must write to the <u>Minister of Education</u> to request the exemption. It is essential to the processing of the request to include the following information about the student in the letter to the Minister of Education:

- complete surname and given names
- date of birth
- · school currently attending
- Alberta Student Number

If the Minister approves the exemption based on religious beliefs, Field Services will write a letter to the parents on the Minister's behalf. A copy of this letter is sent to the school principal and Student Records. Upon receipt of this letter, Student Records will submit the exemption into PASI.

For further information, contact Field Services.

Career and Technology Studies (CTS)

Career and Technology Studies (CTS) is a high school program designed around a career pathways model to offer flexible programming.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT)

A cluster is a grouping of CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification system and function as an organizing tool.

Some students may successfully complete all the learning outcomes for individual introductory-level (1000 series) CTS courses offered in grades 7 to 9. Upon recommendation of the junior high school principal, a student who successfully completes all of the learning outcomes for an introductory-level (1000 series) CTS course may be granted credits associated with that CTS course by a senior high school principal. Such recommendations should be made on an individual, case-by-case basis. A mark of "P" for pass or a percentage grade may be assigned to the student by the senior high school principal.

Apprenticeship Articulation

Admission into apprenticeship programs may not require a senior high school diploma, though attaining one is often desirable for admission. Articulation agreements have been established with Alberta Apprenticeship and Industry Training for several trades. The programs of study for apprenticeships are available at <u>Career and Technology Studies: Apprenticeship</u>.

Information regarding apprenticeship programs is available at Apprenticeship and Industry Training.

English as a Second Language

Students who are English language learners may require English as a second language (ESL) program planning and instructional supports to achieve grade-level expectations and reach their full potential. For information on coding and funding for students who are English language learners, refer to the *Funding Manual for School Authorities*.

Senior high schools with students who are English language learners should refer to the <u>ESL Senior High School Program of Studies</u>, the <u>English as a Second Language Senior High School Guide to Implementation</u> and the <u>English as a Second Language Alberta Authorized Resource List, Grades 10–12</u>. School authorities may also offer locally developed courses to address the needs of English language learners.

The Alberta K–12 ESL Proficiency Benchmarks, located on the <u>Supporting English Language Learners</u> web page, have been developed to guide ESL programming and to support teachers in assessing and reporting the progress of English language learners.

For more information, see the English as a Second Language Policy or contact the High School Languages, Arts and Wellness Branch.

Francophone Education

School Act, Section 10

Rooted in the constitutional rights established by section 23 of the <u>Canadian Charter of Rights and Freedoms</u>, Francophone education provides students with programming that fosters personal, intellectual and social development while enabling them to master the French language and to build a sense of belonging to and identification with the Francophone culture, community and language. Thus, the program goal is two-fold: French language proficiency and identity development.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education), see Part 4 of the Funding Manual for School Authorities.

Green Certificate Program

The <u>Green Certificate Program</u> is administered by the Government of Alberta (Alberta Agriculture and Forestry). The program is delivered off campus and students may earn credits for successfully completing a Green Certificate Program. Alberta senior high school students 15 years of age or older can register in any one of the specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency. Courses in these specializations are listed in <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website. Additional information on the Green Certificate is available from <u>Alberta Agriculture and Forestry</u>.

International Baccalaureate and Advanced Placement

Schools can offer programming for students in addition to the 10–20–30 course sequences through International Baccalaureate (IB) and Advanced Placement (AP) courses. Schools should inform students of the acceptability of IB and AP courses for credit and/or advanced placement by post-secondary institutions. Schools also should inform students that these programs do not replace the diploma requirements outlined in the <u>Diploma and Certificate Requirements</u> section.

School authorities offering IB or AP courses as locally developed courses must receive authorization from Alberta Education and approval by board motion.

For more information on locally developed courses, see the Locally Developed Courses section.

Further information may also be obtained on the <u>International Baccalaureate Organization</u> or <u>Advanced</u> Placement websites.

Knowledge and Employability Courses

Knowledge and Employability (K&E) courses are designed for students in grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade. School authorities may offer Knowledge and Employability courses to provide students with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

Courses and Programs

Students may combine K&E courses with other junior–senior high school courses or transition in and out of K&E courses throughout grades 8 to 12.

K&E courses replace the former Integrated Occupational Program (IOP), which was phased out in 2006. Further information about the former IOP and its related Certificate of Achievement can be found in Appendix 3.

Further information about K&E programming may be found in the *Knowledge and Employability Courses Handbook, Grades 8–12*.

Junior High Knowledge and Employability Courses

Junior high K&E courses for grades 8 and 9 include four academic courses (five for the Francophone program) and nine occupational areas.

K&E academic courses comprise

- K&E English Language Arts
- K&E Français (for the Francophone program)
- K&E Mathematics
- K&E Science
- K&E Social Studies

K&E achievement tests for Grade 9 students reflect the Grade 9 outcomes in the academic courses noted above. All of the K&E achievement tests are administered according to the same schedule as other Grade 9 achievement tests. Grade 9 students who are receiving instruction from a K&E program of studies are expected to write the achievement test for that K&E course. Further information on Knowledge and Employability achievement tests can be found on the Alberta Education website.

The junior high K&E occupational courses consist of the following nine occupational areas:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction
- Fabrics
- Foods
- Horticulture
- Human Care
- Workplace Readiness

The K&E occupational courses for junior high school are separated into various units of instruction. The units in each course can be combined in any order to make up the junior high occupational program based on student interest and available facilities and equipment.

Senior High Knowledge and Employability Courses

Students choosing senior high Knowledge and Employability (K&E) courses typically wish to enhance their academic and occupational competencies and transition into employment and/or continuing education and training opportunities. All K&E courses are designated 5-credit courses and are identified with the -4 suffix.

Students taking K&E courses may qualify for a <u>Certificate of High School Achievement</u> or they may continue their studies to qualify for an <u>Alberta High School Diploma</u>. To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of **one academic** K&E course.

Senior high K&E academic courses comprise

- K&E English Language Arts 10-4, 20-4, 30-4
- K&E Français 10-4, 20-4, 30-4 (for the Francophone program)
- K&E Mathematics 10-4, 20-4
- K&E Science 10-4, 20-4
- K&E Social Studies 10-4, 20-4

The senior high K&E occupational courses are available in the following 12 occupational areas:

- Art/Design and Communication
- Auto Mechanics
- · Business Services
- · Construction: Building
- Construction: Metal Fabrication
- Cosmetology
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources
- Workplace Readiness

Note: Workplace Readiness 10-4 may be used by students enrolled in Knowledge and Employability courses in lieu of HCS3000 (Workplace Safety Systems) as the prerequisite for the first off-campus education learning experience, with the exception of the Registered Apprenticeship Program (RAP). Any student engaging in RAP must take HCS3000 as the required prerequisite.

All courses are offered for 5 credits; however, courses may be combined to allow for further instruction or off-campus education learning experiences, such as workplace safety courses. Marks and credits must be reported separately for each course that has been combined. For more information, contact the <u>High School Social Studies and Career Pathways Branch</u>. Information is also provided in the <u>Knowledge and Employability Courses Handbook</u>, <u>Grades 8–12</u> and in the <u>Funding Manual for School Authorities</u>.

Language Programs/Course Sequences/Courses

Alternative French Language Programs (including French Immersion)

School Act, Sections 11, 21

According to section 11 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Since French is one of Canada's two official languages, learning French is considered important to enhance opportunities for living and working throughout Canada and the world, as well as to foster a greater understanding between French-speaking and English-speaking Canadians. Alberta Education encourages opportunities for all Alberta students to learn French by making available alternative French language programs (including French immersion) and related services, under section 21 of the *School Act*.

Boards offering alternative French language programs (including French immersion and French as a second language course sequences) shall implement these programs and courses in a manner consistent with provincial requirements.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education), see Part 4 of the Funding Manual for School Authorities.

Hours of Instruction for French Immersion Programs

Research and experience have clearly demonstrated that student proficiency in the French language is strongly correlated to the amount of time during which French is used as the language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, Alberta Education recommends the following ranges as supportive of the objectives of French immersion programming:

| Kindergarten | 100% | | |
|----------------|-----------|--|--|
| Grades 1-2 | 90% -100% | | |
| Grades 3-6 | 70% - 80% | | |
| Grades 7-9 | 50% - 80% | | |
| Grades 10 - 12 | 40% - 80% | | |

French as a Second Language Course Sequences

<u>French as a second language</u> (FSL) course sequences provide elementary, junior high and senior high students with the opportunity to learn French. At the elementary and junior high levels, French as a second language courses are often taught for 30 to 40 minutes a day. Senior high school FSL courses are 125 hours and students are awarded 5 credits per successfully completed course.

There are two course sequences available that allow students to begin their study of French: the nine-year French as a second language program of studies and the three-year French as a second language program of studies. The goal of the nine-year (9Y) FSL course sequence is to develop students' communicative abilities and linguistic, cultural and strategic knowledge in French. Upon completion of the nine-year (9Y) course sequence in high school, students are able to communicate personal messages using a variety of language structures while demonstrating understanding of different Francophone cultures.

In the three-year (3Y) course sequence, students are able to communicate basic ideas in a number of situations and have a general understanding of different Francophone cultures.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education), see Part 4 of the *Funding Manual for School Authorities*.

Elementary and Junior High Schools

The nine-year (9Y) French as a second language program of studies begins in Grade 4 and continues through to Grade 9 and then on to senior high school. This program of studies is a grade-related course sequence and will improve the articulation between elementary and junior high schools. Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French 10-3Y as a second language course for credit to junior high school students who have no previous experience in French. For more information on offering French 10-3Y for credit at a junior high school, see <u>Senior High School Courses and Credits for Junior High School Students</u> in the Student Placement and Promotion section.

Senior High Schools

Both nine-year (9Y) and three-year (3Y) FSL course sequences are available. When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. Students who are coming from junior high school with the requisite skills, knowledge and attitudes outlined in the Grade 9 French course are to be registered in French 10-9Y; students with no prior experience in French are to be registered in French 10-3Y.

The following course sequence is still available:

- French 31a
- French 31b
- French 31c

Note that waived prerequisite credits for French 10, French 20 and French 30 are no longer available.

Languages Other than French or English

Provincial programs for First Nations, Métis and Inuit languages and international languages available from Kindergarten to Grade 12 are outlined in the following chart:

FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROVINCIAL PROGRAMS
AVAILABLE FROM KINDERGARTEN TO GRADE 12

| | Blackfoot | Cree | Arabic | Chinese | German | Italian | Japanese | Latin | Punjabi | Spanish | Ukrainian |
|---|-----------|------|--------|---------|--------|---------|----------|-------|---------|---------|-----------|
| Bilingual Programming: Language Arts School authorities determine the other subject areas/senior high school courses to be delivered in the language of choice and determine instructional time. | Ш | | x | х | x | | 7 | | | х | x |
| Language and Culture programs of study available: Twelve-year Language and Culture (12Y) program (Kindergarten to Grade 12) | x | x | | | | x | | | | | |
| Nine-year Language and Culture (9Y) program (Grade 4 to Grade 12) | | х | | х | х | | х | | х | х | х |
| Six-year Language and Culture (6Y) program (Grade 7 to Grade 12) | | х | | х | х | х | х | | | х | х |
| Three-year Language and Culture (3Y) program (Grade 10 to Grade 12) | х | х | | х | х | х | х | х | х | х | х |

Note: Locally developed courses are available for additional international language and culture, international bilingual, and First Nations, Métis and Inuit language and culture programs.

Bilingual Programs

School Act, Sections 11, 21

According to section 11 of the *School Act*, a board may authorize the use of a language other than English or French as a language of instruction.

Section 21 of the *School Act* allows a board to offer an alternative program that emphasizes a particular language and culture, if the board determines there is sufficient demand.

Courses and Programs

A bilingual program (partial immersion) means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instructional day. In offering bilingual (partial immersion) programs, boards

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet diploma or certificate requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, provided the instructional time is consistent with the direction in the *Guide*

School authorities will determine the balance of subjects for bilingual programming. For more information, refer to the <u>School Administrator's Guide to Implementing Language Programming</u>.

Arabic language arts (Kindergarten to Grade 12), Chinese language arts (Kindergarten to Grade 12), German language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 12) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult The Common Curriculum
Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education.

For more information, contact the High School Languages, Arts and Wellness Branch.

First Nations, Métis and Inuit Language and Culture Courses

A First Nations, Métis or Inuit language and culture course is one in which a First Nations, Métis or Inuit language is studied as a subject for the purpose of developing communication skills and cultural awareness. Alberta Education currently offers a variety of language and culture course sequences for <u>Blackfoot and Cree</u>, or school authorities may develop or acquire First Nations, Métis and Inuit language and culture courses as <u>locally developed courses</u>.

With the advice and input of First Nations and Métis Elders, community experts and teachers, Alberta Education has also developed a First Nations, Métis and Inuit Language and Culture Twelve-year (K–12) <u>Program Template</u> to assist school authorities in the development of course outlines for local language and culture course series.

Locally developed First Nations, Métis and Inuit language and culture courses must be consistent with <u>The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education.</u>

For more information on locally developed courses, see the Locally Developed Courses section.

International Language and Culture Courses

School authorities may choose to offer either a provincial language and culture program of studies or a locally developed language and culture course series. An international language and culture course is one in which an international language is studied as a subject for the purpose of developing communication skills and cultural awareness.

The most current information regarding provincial international language and culture programs of study and support resources is available on the <u>Alberta Education</u> website. For senior high school course sequences, refer to the international languages section of <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website.

For more information about guidelines and requirements regarding local language programming, contact the <u>High School Languages</u>, <u>Arts and Wellness Branch</u>. Further information on international language and culture courses is also available in the <u>School Administrator's Guide to Implementing Language Programming</u>.

Locally Developed Language Courses

Locally developed international language courses (e.g., language arts and language and culture courses) must be consistent with the appropriate framework within <u>The Common Curriculum Frameworks for International Languages</u> (see the General folder). Locally developed First Nations, Métis and Inuit language and culture courses must be consistent with <u>The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education.</u>

For information on submitting locally developed courses to Alberta Education, see the Locally Developed Courses section below.

For more information, contact the High School Languages, Arts and Wellness Branch.

Locally Developed Courses

School Act, Sections 39(1), 60(2)

School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to

- · accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- · address unique community priorities; e.g., language, culture, labour market needs
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate

Locally Developed Religious Studies Courses

Section 50 of the <u>School Act</u> allows boards to prescribe religious instruction to be offered to students. This instruction may be offered through locally developed religious studies courses, provided that such courses develop respect for and promote understanding of individual and minority group differences, and develop an understanding and appreciation of the beliefs, customs, practices, literature and traditions of other major world religions.

Locally developed religious studies courses must include 20% course content addressing a comparative study of other major world religions in addition to the religion of study.

Religious studies courses are required to meet the same course requirements and criteria as other LDCs.

School Authority Procedures

School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the *Guide*.

School authorities must approve LDCs by a resolution or a motion of the board of a school authority or governing body of a private school prior to offering the LDCs.

Funding

Ministry authorization is required in order to obtain funding for senior high school LDCs and for students to receive credits.

Funding for senior high school LDCs is allocated as per the Funding Manual for School Authorities.

Ministry Authorization

All LDCs must be approved at the local level according to established procedures. Only senior high school LDCs require ministry authorization and must be submitted to the ministry.

Course Requirements

LDCs must align with the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit.

LDCs must adhere to all applicable provincial education standards and guidelines; e.g., <u>Teaching Quality</u>
<u>Standard</u>, <u>Recognizing Diversity and Promoting Respect</u>, <u>Off-campus Education</u>, <u>Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation</u>, <u>Métis and Inuit Perspectives Throughout Curriculum</u>.

LDCs must also respect all relevant intellectual property law, and the entirety of the LDC content must be legally able to be shared with the public.

Submission Criteria

In addition to the above course requirements, proposals for senior high school LDCs will be evaluated according to the submission criteria outlined below:

Philosophy and Rationale

LDC proposals should provide a clear philosophy and rationale that is informed by student, school, parental and/or community input. Key considerations include

- · relevance to the local context, including student and community needs, interests and goals
- whether or not existing LDCs or provincially authorized courses could be used to address the identified need

LDCs should emphasize the extension of learning being offered to students beyond the scope of existing LDCs or provincial programs of study. Proposals must also identify existing LDCs or provincial programs of study that may overlap with and/or are similar to the proposed LDC, and provide a rationale as to why a new LDC is needed.

LDCs shall not replace activities that are a normal part of

- extracurricular or cocurricular programs offered by a school
- community programs offered by individuals or organizations

Learning Outcomes

LDC proposals will include learning outcomes that

- develop the competencies described in the Ministerial Order on Student Learning
- describe sequenced expectations for learning
- provide coherence and rigour within the course and/or course series

Implementation

LDC proposals must include an implementation plan that addresses the following:

- · clarification of overlap with existing courses and programs of study
- · description of the facilities or equipment necessary
- · safety components
- · sensitive and/or controversial issues
- · school authority monitoring and evaluation

Course Sharing

LDCs should be shared with other Alberta school authorities and Alberta Accredited International Schools at no cost upon request.

Authorization Periods

Senior high school LDCs will be authorized to a maximum duration of the four following school years, at which time the LDC will need to be revised and submitted for ministry authorization.

Funding is provided for locally developed senior high school credit courses where instruction is provided and the school authority is authorized to deliver the course.

Submission Dates

Proposals from school authorities developing senior high school LDCs must be submitted to the ministry according to the following dates:

- · November 1 for Semester 2 of the same school year
- · March 1 for Semester 1 of the following school year

Proposals from school authorities acquiring authorized LDCs must be submitted to the ministry according to the following dates:

- January 1 for Semester 2 of the same school year
- June 30 for Semester 1 of the following school year

Refer to Locally Developed Courses on the Alberta Education website for additional information on LDCs.

Music-Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument

In addition to awarding course credit, principals will recommend a percentage mark earned by the student through private music study.

Principals are to recommend credits and a percentage mark only on the basis of official transcripts issued by Conservatory Canada or the Royal Conservatory of Music. Diplomas, photocopies of diplomas or photocopies of transcripts will not be accepted for evaluation purposes.

To obtain course credit and have the course mark reported, students are to have passed both the practical and theory components listed in the <u>chart</u> for that course level.

Marks submitted by schools to Alberta Education should be calculated for each course as follows:

- Practical Component 70% of mark submitted
- Other Components (Theory) 30% of mark submitted

A student may receive a maximum of 5 credits per course (or a maximum of 15 credits total in instrumental music and a maximum of 15 credits in choral music). Students may not receive credit for participation in private music study and Alberta coursework.

Upon entrance to senior high school, credits and percentage marks for work completed in previous years within private music study can be applied to Instrumental or Choral Music 10, 20 and/or 30 following prerequisite course procedures. For example, if a student provides transcripts with both practical and theory exam marks for the grades/levels specified in the chart, they will be awarded with credits as well as percentage marks based upon the 70%/30% calculation.

Students who present a transcript for Grade/Level 8 but not for previous grades will receive waived prerequisite credits for Instrumental Music (or Choral Music) 10 and 20 but will not receive percentage marks for these courses.

The mark determined by the principal for each music course is to be submitted into PASI.

COURSES FOR WHICH CREDITS AND MARKS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

| | NEOCIVINIENDED | ON WOOD TAKEN D | TITUTALE OTOBI | | |
|-----------------------------|--|--|------------------------------------|--|--|
| | | 10-level Courses | 20-level Courses | 30-level Courses | |
| | Voice, Piano, Guitar (Classical) | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 (or higher) + Theory IV | |
| Conservatory Canada | Voice, Piano, Guitar (Contemporary Idioms) | Level 6 + Theory II | Level 7 + Theory III | Level 8 (or higher) + Theory IV | |
| | Trumpet, Clarinet, Flute, Violin, Organ | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 (or higher) + Theory IV | |
| Royal Conservatory of Music | Voice | Grade 6 + Intermediate Rudiments | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments | |
| | Strings, Accordion, Guitar | Grade 6 + Intermediate Rudiments | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments | |
| | Piano 4 | Level 6 + Intermediate Rudiments | Level 7 + Advanced Rudiments | Level 8 (or higher) + Advanced Rudiments | |
| | Organ 6 | N/A | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments | |
| | Harpsichord ⁶ | N/A | N/A | Grade 8 (or higher) + Advanced Rudiments | |
| | Flute, Saxophone, Trumpet, Clarinet | Grade 6 + Intermediate Rudiments | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments | |
| | Woodwind, Brass, Percussion, Recorder, Harp | Grade 4 + Intermediate Rudiments | Grade 6 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments | |

- All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be
 used for Instrumental Music 10–20–30 respectively.
- Onservatory Canada has two syllabi for voice, piano and guitar that are recognized for senior high school credit— Classical and Contemporary Idioms. The Contemporary Idioms syllabus uses the term "Level" in place of "Grade."
- Royal Conservatory of Music strings includes violin, viola, violoncello and double bass only.
- Royal Conservatory of Music piano syllabus uses the term "Level" in place of "Grade."
- 6 Royal Conservatory of Music organ 10-level courses are not available.
- 6 Royal Conservatory of Music harpsichord 10-level and 20-level courses are not available.
- Royal Conservatory of Music woodwind includes oboe and bassoon only.
- 3 Royal Conservatory of Music brass includes horn (French horn), trombone, euphonium and tuba only.

Note: Conservatory Canada and the Royal Conservatory of Music periodically review and update their syllabi. This chart reflects the syllabi available at the time of publication of the *Guide*.

Off-campus Education

Off-campus education learning experiences include Work Study, Workplace Readiness Grades 8 and 9, Workplace Readiness 10-4, Workplace Practicum 20-4 and 30-4, Work Experience 15, 25 and 35, Career Internship 10, and the Registered Apprenticeship and Green Certificate programs. For information on Workplace Readiness and Workplace Practicum courses, refer to Knowledge and Employability junior high occupational courses and senior high occupational courses.

Students gain practical workplace experience related to life skills and career opportunities and can grow in knowledge, skills and attitudes by participating in off-campus education learning experiences delivered through school-community partnerships. Off-campus education provides opportunities for

- · community partnerships, job shadowing, mentorships and work study
- the use of off-campus initiatives to support the achievement of outcomes in provincial programs of study
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer

School authorities shall be responsible for ensuring that course content, where available, is followed and, where necessary, developed. School authorities shall also be responsible for the instructional practice and evaluation of all off-campus education learning experiences.

For specific procedural and legislative requirements regarding off-campus learning experiences, refer to Off-campus Education or contact the High School Social Studies and Career Pathways Branch.

Reporting Off-campus Education Learning Experience Credits

When schools report off-campus learning experience marks and credits in PASI, they are to report the marks and credits given for CTS courses separately. For example, a student who took work experience for a total of 6 credits, which included the required HCS3000: Workplace Safety Systems course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience course.

Work Study/Community Partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of off-campus coordinators and employers.

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in coursework to real-life situations through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student as an integral part of an approved school course or program and under the cooperative supervision of the off-campus coordinator and the employer.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop guidelines regarding community partnerships and business involvement in education. For more information, see <u>Partnerships Between School and Community</u> under General Principles for Effective Programming in the Program Foundations section.

Students may be introduced to the concept of community partnerships through activities such as

- inviting members of the community into the school as guest speakers or to give demonstrations
- · involving community members in special events, such as career days or education week
- · touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- · participating in community service activities

Community partnerships included in the Knowledge and Employability courses are addressed in the <u>Knowledge and Employability Courses Handbook, Grades 8–12</u>.

Physical Education

Exemptions

The aim of the <u>Physical Education Kindergarten to Grade 12 Program</u> is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

To meet the aim of the physical education program, it is recommended that a variety of movement experiences be provided in all dimensions, including alternative environments (e.g., aquatics and outdoor pursuits), dance, games, gymnastics and individual activities. In the following specified circumstances, exemptions may be warranted from one or more dimensions and/or a physical education course:

| Category | Conditions for Exemption | Procedures | Other Experiences |
|---------------------------|--|--|---|
| Individual | Religious beliefs | Statement in writing from parent to principal | When exemption is granted, other activities consistent with |
| Individual | Medical | Certification sent to principal by medical practitioner with statement of activities in which the student is not able to participate | the aim and outcomes of the program should be substituted, where appropriate. |
| Individual | Out-of-province Grade 12 student who is expected to graduate in the school year the student transfers into an Alberta school | Principal submits exemption into PASI. The exemption should be submitted at the time it is granted. | |
| Class, Grade or School | Access to facilities | Initiated by school authority or parentApproved by school authority | |

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Courses and Programs

Notice of a student's exemption from Physical Education 10 is to be reported by the principal in PASI at the time the exemption is granted.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for high school completion.

Physical Education Taken Through Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or fail, in accordance with section 6 of the <u>Home Education Regulation</u>.

Special Projects Credits

Special projects credits are designed for work undertaken by students as individuals or in small groups (e.g., two to three students) and should not be used as a means of offering credits for programs or courses offered by organizations external to Alberta Education. Students may enrol in <u>Special Projects 10, 20 or 30</u>. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve two major functions:

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Requirements

The requirements for special projects credits are outlined below.

- Special projects credits are designed for work undertaken by students as individuals or in small groups to pursue personalized learning.
- Student participation in a program or course offered by organizations external to Alberta Education is not considered a special project.
- Each project shall be carried out under the supervision of a staff teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include
 - description or outline of the project
 - number of hours of work expected to complete the project
 - method by which the project is to be carried out
 - description of expected learner outcomes
 - evaluation procedures as outlined by a teacher
 - expected completion date
 - name of the supervising teacher

^{• 4-}H projects may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit without following the requirements indicated.

- The principal shall retain a copy of each special project proposal.
- The content of the special project need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, requirements in the <u>Off-campus Education Handbook</u> must be followed.

Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal.

- Special projects may also be offered for 1, 2 or 4 credits, based on 25 hours of work per credit. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal.
- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the Alberta High School Diploma or the Certificate of High School Achievement.

A number of restrictions apply to special projects. Examples where special projects credits cannot be earned include

- student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school (e.g., school team sports, school newspaper, yearbook, field trips)
- · in-school work experience
- teacher-developed projects

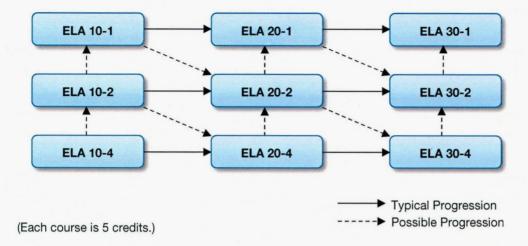
Note: In instances where a student enrols in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

Transfer Points (Recommended) and Course Sequences for Senior High School

In senior high school, provincially developed programs are designed to accommodate transfer between course sequences at particular points. Special circumstances may warrant student transfer at other points; however, the recommended transfer points are as follows for

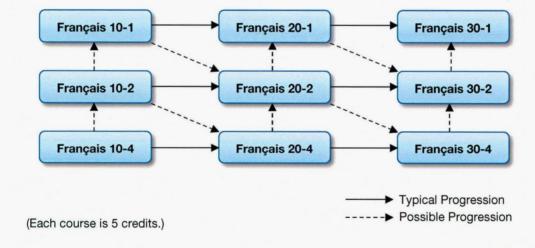
- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Course Sequences
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability Occupational Courses to Career and Technology Studies Courses

English Language Arts (ELA) Program



Français Program

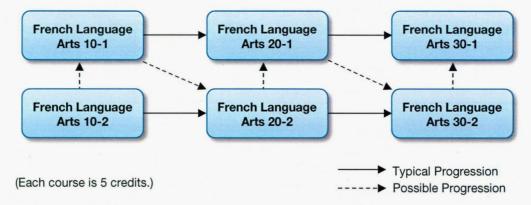
(Francophone Schools)



Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

French Language Arts Program

(French Immersion Schools)



French as a Second Language Course Sequences

(Note: All courses in each sequence below are 5 credits.)

For students in senior high school with no previous knowledge of French:

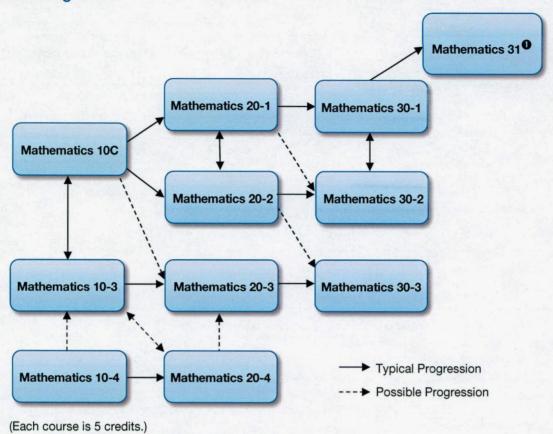
For students studying French with the requisite skills from the Grade 9 nine-year (9Y) course sequence:

For students who possess a superior level of French prior to entering Grade 10:0

This course sequence is intended for students who demonstrate language skills that are equivalent or superior to those demonstrated by students who have successfully completed French 30-9Y, and who desire to continue to refine their skills in French. Note that waived prerequisite credits for French 10, French 20 and French 30 are no longer available.

Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

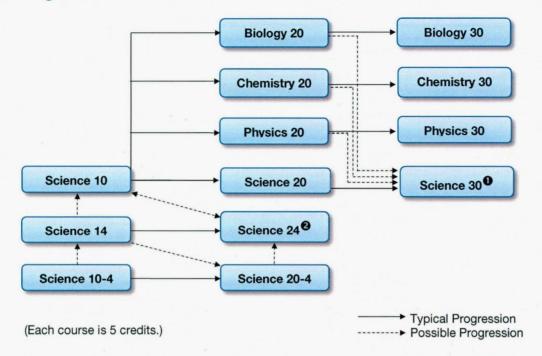
Mathematics Program



• Mathematics 30-1 is a prerequisite or corequisite for Mathematics 31.

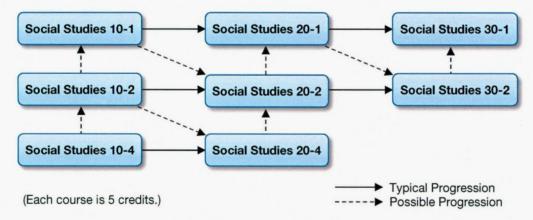
Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Science Program



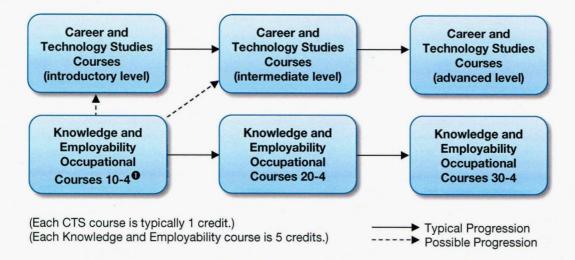
- Students who have achieved a final mark of 50% or greater in any one of Biology 20, Chemistry 20, Physics 20 or Science 20 may enrol in Science 30.
- Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may be placed by the principal in 20-level courses, as serves the student's best interests.

Social Studies Program



Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Knowledge and Employability Occupational Courses to Career and Technology Studies (CTS) Courses



Transfer from a 10-4 Knowledge and Employability occupational course directly to an intermediate-level (2000 series) Career and Technology Studies course may be considered where there is content relevancy and prerequisite requirements are met.

For more information on Knowledge and Employability, see the Knowledge and Employability Courses section.

Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given above under Transfer Points (Recommended) and Course Sequences for Senior High School.

Students may transfer from a lower-level sequence to a higher-level sequence. For example, in senior high school social studies, students may transfer from the 10-2, 20-2, 30-2 sequence to the 10-1, 20-1, 30-1 sequence. For specific course sequences, refer to the transfer sequence charts above. Students who transfer from a 10-1, 20-1, 30-1 sequence to a 10-2, 20-2, 30-2 sequence, or from a 10-2, 20-2, 30-2 sequence to a 10-4, 20-4 sequence, should transfer into the sequence at the next grade level (e.g., Social Studies 10-1 to Social Studies 20-2). Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10-1 and then transfer to Social Studies 20-2 will not receive credits for Social Studies 10-2.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See <u>Retroactive Credits</u> in the Awarding Course Credits section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10-1, then successfully complete Social Studies 30-2 should receive waived credits for Social Studies 20-2 and earned credits for Social Studies 30-2.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- · the student's ability and motivation

The school authority shall clearly state the criteria to be met by a student who wishes to change program routes.

Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education. Students who choose to transfer from one level to another within a subject (for example, Social Studies 30-1 to Social Studies 30-2) must do so by the dates specified in the *General Information Bulletin: Diploma Examinations Program*. These deadlines have been established so that there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student and, where applicable, parent or guardian is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the Course Challenge provision. For more information, see the <a href="General Information Bulletin: Diploma Examinations Program.

Program Delivery Options

Choice is an important principle in Alberta's education system. School authorities have the flexibility to use resources and any method of delivery as long as Alberta Education requirements, including outcomes of the programs of study, are met. There are various program options for schools to respond to student learning needs. Alternative, print-based distance education, home education, online learning, outreach and shared responsibility programs are described in this section. For details regarding the funding rates for these various program options, see the *Funding Manual for School Authorities*.

For all programs other than home education, Alberta certificated teachers are responsible for instruction (as defined in the <u>Definition of Instruction: Grade 1 to Grade 9</u> section and the <u>Definition of Instruction: Grade 10 to Grade 12</u> section). The school authority is responsible for ensuring that teachers are meeting the requirements of the <u>Teaching Quality Standard</u> through the <u>Teacher Growth, Supervision and Evaluation Policy</u>.

Alternative Programs

School Act, Section 21

Alberta Education supports the establishment of alternative programs, and section 21 of the *School Act* sets out the rights of boards to provide alternative programs. The *School Act* defines an alternative program as an education program that

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy,

but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

Section 21(4) of the *School Act* states that if a parent enrols a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that

- (a) may be incurred by the board in offering the alternative program, and
- (b) are in addition to the costs incurred by the board in providing its regular education program.

For more information and requirements related to alternative programs, see the <u>Alternative Programs Handbook</u> or contact Field Services.

Print-based Distance Education Programs

Print-based distance education programs refer to those programs where there is a separation of student and teacher in time and space, and where the majority of instruction and assessment takes place through print-based resources. Alberta certificated teachers employed by a school authority are responsible for instruction.

School authorities may offer their own print-based distance education programs or they may access the services of the <u>Alberta Distance Learning Centre (ADLC)</u>. The ADLC is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from the ADLC.

PROGRAM ADMINISTRATION AND DELIVERY

School authorities engaging in distance education programs must ensure that elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction (as defined in the <u>Access to Minimum Hours of Instruction: Grade 1 to Grade 9</u> section and the <u>Access to Minimum Hours of Instruction: Grade 10 to Grade 12</u> section). In addition, the following apply:

- Alberta certificated teachers are assigned to deliver or supervise the instruction.
- The instruction and evaluation of performance are based on the outcomes in an approved program of studies.
- There are designated times when teachers are available to students.
- Students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

School authorities are responsible for maintaining accurate information on student participation (e.g., attendance, assignment submission, course completion). In addition, school authorities are responsible for ensuring the accurate assignment of course and student enrolment codes: a course section identified as "DSL: Distance Learning-print-based" must be created for students enrolling in print-based distance education courses.

Students registered in distance education programs must be given the same opportunity and necessary supports to write provincial assessments as students in a classroom-based setting.

When a school provides the opportunity for a student to access an online learning course from another school authority, the student's primary school and school authority are responsible for registering the student and for the ongoing monitoring of that student's overall education program. The school and school authority providing instruction in the online course are responsible for all aspects of instruction, as per the *Guide to Education* and the <u>Teaching Quality Standard</u>.

School authorities cannot enrol ECS children in distance education programs, and students under age 16 may only be enrolled in distance education programs with the approval of the principal.

Home Education

School Act, Section 29
Home Education Regulation, AR 145/2006

A parent who intends to provide a home education program must develop the program in accordance with the *Home Education Regulation*. If the parent develops a program that does not follow the Alberta programs of study, the parent must certify that the program is consistent with the student learning outcomes listed in the schedule in the *Home Education Regulation*. Parents may ask a school board or an accredited private school for assistance in developing a home education plan or program.

Home education is the only option in which parents are responsible for instruction and student learning activities, in accordance with the *Home Education Regulation*. A parent wishing to home educate their child must notify any school board or an accredited private school of their intent to home educate and request that the board or accredited private school supervise the home education program. Notification of the intent to home educate can be made at any time during a school year.

A board that consents to supervise a home education program is referred to as an associate board. An accredited private school that consents to supervise a home education program is referred to as an associate private school. An associate board or associate private school will review the completed notification form and the education plan developed by the parent and notify the parent within 15 school days.

Associate boards or associate private schools must notify parents of any implications that a home education program may have on a student's eligibility to be granted high school credits. Associate boards and associate private schools must develop a policy for a home education student's participation in school and extracurricular activities.

Teachers assigned to home education facilitate student learning by offering assistance and advice to the parent. Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio with the parent at least twice a year. Associate boards and associate private schools are required to provide a written report of the student's progress. This written report is included in the student's record. Home education students must be offered the opportunity to participate in provincial assessments.

Funding is provided to associate boards or associate private schools supervising home education programs. Boards and accredited private schools must offer not less than 50% of the home education program funding received to parents who are providing a home education program to students in accordance with the *Home Education Regulation*. <u>Standards for Home Education Reimbursement</u> provides school authorities with information to meet their accountabilities regarding the use of home education funding.

An associate board or associate private school supervising a home education program **must** enter the student's resident board into PASI for funding consideration. Refer to the *Funding Manual for School Authorities* for information on home education funding.

If an associate board or associate private school terminates a home education program, it is responsible for the student's education program for the remainder of the school year and must ensure that the student has access to an education program for the remainder of the year.

For more information, see the *Home Education Handbook* or contact Field Services.

Online Learning Programs

An online learning program is a structured learning environment in which students engage with their teachers in one or more online courses. Alberta certificated teachers employed by a school authority are responsible for instruction.

An online course is one in which the majority of instruction and assessment takes place over the Internet, using a learning management system (LMS). The LMS provides students with access to course content, teachers and other students. Students may access the LMS from multiple settings (in school and/or out of school buildings) and engage in both synchronous and asynchronous instruction.

School authorities engaging in online learning programs must ensure that elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction (as defined in the <u>Access to Minimum Hours of Instruction: Grade 1 to Grade 9</u> section and the <u>Access to Minimum Hours of Instruction: Grade 10 to Grade 12</u> section). In addition, the following apply:

- Alberta certificated teachers are assigned to deliver or supervise the instruction.
- The instruction and evaluation of performance are based on the outcomes in an approved program of studies.

PROGRAM ADMINISTRATION AND DELIVERY

- There are designated times when teachers are available to students.
- Students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

School authorities are responsible for maintaining accurate information on student participation (e.g., attendance, assignment submission, course completion). In addition, school authorities are responsible for ensuring the accurate assignment of course and student enrolment codes:

- A course section identified as "VTL: Distance Learning-Online" must be created for students enrolling in online courses.
- Students must be identified, through appropriate coding, as being enrolled in an online learning program when greater than 50 percent of their overall school program is deemed to be online.

Students registered in online learning programs must be given the same opportunity and necessary supports to write provincial assessments as students in a classroom-based setting.

When a school provides the opportunity for a student to access an online learning course from another school authority, the student's primary school and school authority are responsible for registering the student and for the ongoing monitoring of that student's overall education program. The school and school authority providing instruction in the online course are responsible for all aspects of instruction, as per the *Guide to Education* and the <u>Teaching Quality Standard</u>.

School authorities cannot enrol ECS children in online learning programs, and students under age 16 may only be enrolled in online learning programs with the approval of the principal.

Outreach Programs

An <u>outreach program</u> provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs. Outreach programs serve students of junior and senior high school age.

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the outreach program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

To support student success, the outreach program must provide students with access to educational services in addition to distance education courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, gifted and talented programs, time management training and study skills.

School authorities choosing to run their outreach program as a school will be required to meet legislative and other requirements associated with operating a school (e.g., designating a school principal, establishing a school council, annually preparing a school three-year education plan and a school annual results report, and following the *School Act* and regulations).

Applications for approval to begin new outreach programs must be submitted by March 31 to the appropriate Field Services Director, using the Application to Operate a New Outreach Program provided in the <u>Outreach Programs Handbook</u>. Alberta Education may not approve all applications.

For more information, see the Outreach Programs Handbook or contact Field Services.

Shared Responsibility Programs

School Act, Section 29
Home Education Regulation, AR 145/2006

A parent of a student providing a home education program to the student and an Alberta funded school authority may agree to share responsibility for the student's education. Two conditions must be met for this to occur:

- The school authority portion of the agreement must consist of a program where an Alberta certificated teacher, employed by a school board or an accredited-funded private school, is responsible for planning, resource selection, instruction, assessment and evaluation of student progress in selected courses that follow the Alberta programs of study or locally developed courses. The school authority must be responsible for at least a minimum of
 - 50% of the student's program in grades 1-9
 - 20% of the student's program in grades 10-12
- The home education portion of the agreement must consist of a program provided by a parent under the
 authority of the School Act and the Home Education Regulation. The parent is responsible for developing,
 administering and managing the home education program. The school authority is responsible for
 supervising the home education program.

For the 2018–2019 school year, school authorities with students in a shared responsibility program will be required to enter the school program percentage as part of enrolment information submitted into PASI.

An associate board or associate private school supervising the home education portion of the shared responsibility program **must** enter the authority code of the student's resident board into PASI for funding consideration.

School boards or accredited-funded private schools are not required to offer shared responsibility programs.

For more information on home education funding and submission deadlines, see the *Funding Manual for School Authorities*.

For more information on the requirements for the home education portion of the program, see the <u>Home Education</u> section above.

For more information on shared responsibility programs, contact Field Services.

Schools of Choice

Alberta Accredited International Schools

An Alberta Accredited International School (AAIS) is an autonomous school that provides the Alberta curriculum to children and students outside of Alberta. The AAIS program works to

- increase international recognition of Alberta's high-quality education
- enable international schools to provide the Alberta curriculum and credentials to their local students
- create sustainable and efficient opportunities for international schools to receive and maintain Alberta accreditation
- collaborate with government ministries and non-governmental organizations to link accredited schools, their teachers, students and community leaders with opportunities to study and work in Alberta

Alberta Accredited International Schools must meet the accreditation requirements, as outlined in an agreement signed with Alberta Education. In addition, these schools must hire teachers that meet the Alberta certification requirements to teach the Alberta programs of study and support the goals of the Ministerial Order on Student Learning. The Alberta Principal/Alberta Program Administrator must ensure that the school follows policies of Alberta Education, as outlined in the Guide to Education. Students must meet the requirements for graduation in order to obtain a credential from the Province of Alberta.

Alberta Accredited International Schools may charge tuition and other fees as required in order to fund operations, as they do not receive funding from the Province of Alberta.

For more information on the AAIS program, visit the Alberta Education website or email EDC.AAIS@gov.ab.ca.

Charter Schools

School Act, Sections 31–38
Charter Schools Regulation, AR 212/2002

A charter school is an autonomous public school that provides innovative or enhanced education programs that improve student learning. Charter schools have characteristics that set them apart from other public schools in meeting the needs of a particular group of students through a specific program or teaching/learning style, approach or pedagogy while following provincial programs of study. The proposed method of educational delivery that improves student learning must be supported by research.

The Minister may issue a charter to establish a charter school in accordance with the regulations if the Minister is of the opinion that the program to be offered by the charter school is not already being offered by the board of the school division in which the charter school is located.

A person or group interested in a charter school must first approach the local school board to determine if the board will establish an alternative program.

For information regarding the requirements for special education programming in charter schools, see <u>Accommodating Students with Exceptional Needs in Charter Schools</u>.

For more information on charter schools, see the <u>Charter Schools Handbook</u> or contact <u>Field Services</u>.

Heritage Language Schools

A heritage language school is a type of accredited private school that offers approved or authorized language and culture courses outside regular school hours to students who receive their basic education program at another school authority. While a heritage language school may also offer community language instruction, only the approved/authorized language and culture course series falls within the purview of Alberta Education.

As with other accredited private schools, heritage language schools must meet the requirements of section 28(2) of the <u>School Act</u> and the requirements in the <u>Private Schools Regulation</u>. They also may employ a competent individual to teach a language or culture under the supervision of a teacher who holds a certificate of qualification as a teacher issued under the <u>School Act</u> (section 92(2)).

A heritage language school must

- · offer either
 - an authorized provincial language and culture program of studies or
 - an approved locally developed language and culture course, and
- ensure that the programs or courses offered and all instructional materials promote understanding and respect for others, honour and respect the common values and beliefs of Albertans, and reflect the diverse nature and heritage of society in Alberta (section 3 of the *School Act*)

A heritage language school may be funded or non-funded. If funded, a person who holds an Alberta teaching certificate must be designated as the principal.

Heritage language schools will use PASIprep directly or their local student information system (SIS) that is integrated with PASI to submit information regarding courses completed.

Private Schools

School Act, Section 28
Private Schools Regulation, AR 190/2000

Parents may choose to educate their children in a private school.

A private school provides an educational alternative for parents who wish to have their children taught in accordance with a particular focus. Private schools can be based on religious beliefs, athletics, academics or a particular philosophy of learning.

Private schools may charge tuition and other fees as required. In addition, private schools may select their students and are not required to enrol all students.

Private schools are operated by a society under the <u>Societies Act</u> or a company registered under Part 9 of the <u>Companies Act</u>. Private schools are governed by the Board of Directors of the society or company.

For information regarding the requirements for special education programming in accredited-funded private schools, see <u>Requirements for Special Education in Accredited-Funded Private Schools</u>.

For more information on private schools, see <u>Private Schools</u> on the Alberta Education website, or contact the Provincial Coordinator of Private Schools in <u>School Accreditation and Standards</u>.

Considerations for Program Delivery

A number of programs, supports and services exist in schools and communities to help children and students become engaged and successful learners. This section highlights the learning commons, learning and technology, guidance and counselling, and collaborative service delivery. Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a welcoming, caring, respectful and safe learning environment for students. Information is given about the duty to report when it is believed that a child is in need of intervention, human sexuality education, the use of human tissue and fluid in educational programming, controversial issues, notice under section 50.1 of the *School Act* and student organizations and activities.

Learning Commons

The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

The learning commons should

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information
- provide support, space and resources for inquiry, play and imagination
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning
- provide and support technology for learning to enable creation, collaboration and communication
- provide student access to and guidance on the use of
 - online public access catalogues (OPAC)
 - online licensed and open access resources
 - quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs
- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian
 and international resources (fiction and non-fiction) which reflect multiple perspectives, promote literacy
 and numeracy, and develop students' interests and competencies beyond the school setting. These
 resources should include those that
 - recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples
 - reflect and support the cultural and linguistic perspectives of Francophone communities

- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading
- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts
- · continue to promote intellectual freedom

Learning and Technology Policy Framework

The Learning and Technology Policy Framework is a decision-making guide for government and school authorities to support effective, innovative integration of technology into the learning environment. The vision is student-centred and emphasizes the importance of supporting students in using technology to achieve the competencies identified in the *Ministerial Order on Student Learning* (#001/2013).

The policy framework is a roadmap—a set of principles, policy directions, outcomes and actions intended to guide decision makers at all levels, from government to the classroom. Making decisions that align with the common vision will help ensure those decisions complement each other and ensure the greatest benefits for students. The policy framework identifies five interdependent policy directions to achieve the vision: Student-Centred Learning; Research and Innovation; Professional Learning; Leadership; and Access, Infrastructure and Digital Learning Environments.

For more information, see the Learning and Technology Policy Framework on the Alberta Education website.

School Guidance and Counselling

School authorities have the responsibility to meet the needs of all students and enable their success. This is facilitated by the development of a continuum of supports and services. School-based supports, such as school guidance and counselling, address students' educational, personal, social, emotional and career needs. Each school authority determines its approach based on its learners, resources and community context.

School guidance and counselling involves collaborative partnerships that support learner success. This may involve a school counsellor or other school staff and parents and/or guardians working together with community services and professionals. For more information regarding collaborative practices and partnerships, visit Alberta's Approach to Collaboration on the Alberta Education website.

Through school guidance and counselling and other strategies focused on awareness, communication, prevention and intervention, school communities are able to build welcoming, caring, respectful and safe learning environments that support healthy relationships and facilitate student learning.

Collaborating to Support Children, Youth and Their Families

Alberta Education, school authority staff and partners engage in many collaborative practices, embedding the principles of a wraparound approach to support children, youth and families. Regional Collaborative Service Delivery (RCSD) is an example of a collaborative approach to ensure that children, youth and families have access to supports they need to be successful both at school and in the community. RCSD is a partnership among school authorities, Alberta Health Services, Community and Social Services, Children's Services and other community stakeholders. These partners work together on a regional basis to meet the identified needs of children and youth. There are 17 RCSD regions across the province. Supports and services available in a particular region depend on what service priorities have been identified by the regional partners. Examples of other collaborative initiatives include Success in School: Children and Youth in Care and the Alberta Mentoring Partnership.

PROGRAM ADMINISTRATION AND DELIVERY

A variety of resources to support cross-sector collaboration and partnering have been developed through various cross-ministry initiatives. Some of these include the <u>Working Together Toolkit</u>, <u>Alberta's Approach to Collaboration</u> and <u>Alberta's Information Sharing Strategy</u>. For more information, see <u>Collaborating to Support Students</u> on the Alberta Education website.

Duty to Report

The <u>Child</u>, <u>Youth and Family Enhancement Act</u> imposes the duty to report on a person who believes a child is in need of intervention. School personnel have ongoing contact with children and youth and are often the first to notice changes in behaviour or appearance. Research indicates that the confidence of staff to detect indicators of abuse, respond supportively and report to authorities is enhanced with regular communication about warning signs and procedures for reporting. It is important to note the following:

- It is mandatory to report, and permission is not required.
- It is the responsibility of the person who has recognized issues of concern or received reports regarding
 the child to notify Child and Family Services, the Child Abuse Hotline or the police/RCMP. Notification
 must come from the person who received the information first hand and not from a third party.
- It is not the role of the school to investigate suspected abuse.
- It is important to be aware of board policies regarding sharing information with the principal.

For more information, see <u>Preventing Child Abuse</u> on the Alberta Education website or contact <u>School and Community Supports</u>.

Human Sexuality Education

Human sexuality education is mandated by the <u>Human Sexuality Education Policy</u> and is taught at several levels in Alberta, including the Grade 4 to Grade 9 <u>Health and Life Skills</u> program and the senior high school <u>Career and Life Management</u> (CALM) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Health and Life Skills and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

Exemption from Human Sexuality Instruction

The <u>School Act</u> requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material.

For more information, see the Human Sexuality Education Policy and Notice Under Section 50.1 of the School Act, or contact the Early Years Curriculum Branch, the Middle Years Curriculum Branch or the High School Languages, Arts and Wellness Branch.

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, see <u>Health and Safety in the Science Classroom: Kindergarten to Grade 12</u> on the Alberta Education website.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Discussing or studying controversial issues provides opportunities to

- present alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Notice Under Section 50.1 of the School Act

Section 50.1 of the <u>School Act</u> requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes or human sexuality.

PROGRAM ADMINISTRATION AND DELIVERY

The notice to parents required under section 50.1 of the *School Act* does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances as per section 16.1 of the *School Act*. Section 50.1 applies to circumstances where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. As peer-support groups, student-led organizations such as gay-straight alliances and other similar types of clubs fall outside of these parameters.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. Teachers and school administrators should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 50.1 of the *School Act* continues to call on teachers and school administrators to exercise their professional judgement to determine when notice should be provided to parents and to handle complaints or concerns raised by parents.

Determining When to Provide Notice to Parents

The Alberta programs of study contain the provincially mandated learning outcomes for students, achieved through the instructional choices made by certificated teachers. In light of the requirements in section 50.1, Alberta Education has done a review of the programs of study to identify those courses that contain outcomes that deal primarily and explicitly with religion or human sexuality. The following courses have been identified as containing outcomes that require notification under section 50.1:

- Career and Life Management (CALM) → human sexuality
- Career and Technology Studies (CTS) → Reproduction & Readiness for Parenting (HCS3050) → human sexuality
- Career and Technology Studies (CTS) → Developing Maturity & Independence (HSS1040) → human sexuality
- Health and Life Skills (Grades 4, 5 and 6) → human sexuality
- Health and Life Skills (Grades 7, 8 and 9) → human sexuality
- Religious Ethics 20 → religion
- Religious Meanings 20 → religion
- World Religions 30 → religion

Notification under section 50.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion or human sexuality.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study may also require notification to parents under section 50.1. When determining whether notification is required, teachers or boards may wish to consider the following:

- 1. Notification is required where courses of study, educational programs or instructional materials, or instruction or exercises, contain subject matter that deals **primarily and explicitly** with religion or human sexuality.
 - For the course of study, educational program or instructional material, or instruction or exercise, to be considered to deal explicitly with religion or human sexuality, there must be no question that the subject matter is intended to be about religion or human sexuality. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion. Similarly, in order to be considered explicitly about "human sexuality," a course of study, educational program or instructional material, or instruction or exercise, must also address human sexual behaviours. Therefore, outcomes within the science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.
 - Even if the subject matter deals explicitly with religion or human sexuality, the course of study, educational program or instructional material, or instruction or exercises, must also primarily deal with religion or human sexuality. For example, even though various outcomes in the social studies programs of study include explicit references to "religion," the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where instructional materials contain subject matter that explicitly deals with religion or human sexuality, unless those instructional materials are also primarily about one of these subjects.
- 2. Section 50.1 is clear that notification to parents is not required for indirect or incidental references to religion, religious themes or human sexuality in a course of study, educational program or instructional material, or instruction or exercise.
 - Where a reference to religion, religious themes or human sexuality occurs indirectly or in connection
 to another subject matter in classroom discussions, notification is not required. Therefore, teachers
 should not avoid topics where these subject matters may arise nor should they feel the need to stop
 classroom discussion.
 - Similarly, where a course of study, educational program or instructional material, or instruction or exercise, does not already deal primarily and explicitly with religion or human sexuality, references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.
- Section 50.1 does not apply to student behaviour or interactions that are not related to courses of study, educational programs or instructional materials, or instruction or exercises. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion or human sexuality.

How to Provide Notice to Parents

Notification to parents under section 50.1 should be in writing and allow the parent enough time to request that their child be exempted from the course of study, educational program or instructional materials, or instruction or exercises, at issue. Section 50.1 does not require teachers or boards to obtain parental consent before providing the course of study, educational program or instructional materials, or instruction or exercise. Notification procedures must include the following:

- 1. A notice must be provided to the parent indicating that a particular outcome or component of a course of study, educational program or instructional materials, or instruction or exercises, includes subject matter that deals primarily and explicitly with religion or human sexuality. A sample notice form can be found in Appendix 4.
- 2. In the circumstance where a student is registering for a specific course of study or educational program that deals primarily and explicitly with religion or human sexuality, notice may be given to the parent on the registration form for said course of study or educational program, identifying that the course of study or educational program, or a portion thereof, is primarily and explicitly about religion or human sexuality. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.
- 3. A separate board, a board that offers an alternative program that emphasizes a particular religion, or a board that has the teaching of religion or faith-based education programs on its premises may wish to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious courses of study, educational programs or instructional materials, or instruction or exercises, are used.

Exclusion from Instruction

Where a parent makes a written request, section 50.1 requires a teacher to exclude a student, without academic penalty, from the course of study, educational program or instructional material that includes subject matter that deals primarily and explicitly with religion or human sexuality. The parent should indicate in the written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part. A sample exemption form can be found in <u>Appendix 4</u>.

How to Address Concerns or Complaints from Parents

Boards (including charter schools) must ensure that concerns or complaints from parents are addressed in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 123 of the <u>School Act</u>. Private schools should address any concerns or complaints that arise via local school policies and procedures that have been established. All schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in section 50.1 at the local level.

Student Organizations and Activities

As stated in the *School Act*, every student is entitled to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Under section 20 of the *School Act*, a principal of a school has a legislated duty to provide this environment.

As per section 16.1 of the *School Act*, students are entitled to create or join a voluntary student organization or activity that promotes a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Gay-straight alliances (GSAs) and queer-straight alliances (QSAs) are examples of such a student organization.

In handling student requests for such an organization or activity, principals must be mindful of the following:

- It is the responsibility of the principal to approve a student organization or activity.
- Permission by a principal for the establishment of the organization or activity must be granted immediately.
- The principal is responsible for ensuring that any notification regarding a student organization or activity is limited to the fact that the organization is being established or is holding an activity. Parental notification around courses of study does not apply to student participation in organizations and activities, including GSAs and QSAs.
- Students continue to have the right to name a student organization a gay-straight alliance (GSA) or a
 queer-straight alliance (QSA)—these names cannot be prohibited nor their use discouraged.
- Students will need a liaison to support their organization or activity—additional information on the steps for securing a liaison can be found at <u>Setting-up a GSA Info for Principals</u>.

Principals must ensure that routine school and administrative practices related to student organizations and activities, such as charging and collecting school fees or distributing and collecting field trip consent forms, are done in a manner that respects the privacy and wishes of the individual students participating in a student organization or activity. School authorities should have a designated privacy (FOIP or PIPA) officer to provide advice on these matters and ensure that personal information is handled appropriately.

For more information, contact Alberta Education's Field Services Sector at SafeCaring@gov.ab.ca.

Appropriate Use of Copyrighted Materials in Schools

Copyright rules for educators have changed significantly in recent years. Both the Supreme Court of Canada and the Parliament of Canada have identified education as a stated purpose within the fair dealing provision of the *Copyright Act*. Although educators have new opportunities under the fair dealing provision of the *Copyright Act* to use copyright-protected materials in their lessons, there are limits as to what can be copied and shared in the classroom. It is, therefore, important that both school principals and teachers understand their responsibilities with respect to copyright.

To assist educators, the Copyright Consortium of the <u>Council of Ministers of Education</u>, <u>Canada (CMEC)</u> has developed the <u>Teachers and Copyright</u> website, an online resource pertaining to the appropriate use of copyright-protected materials in the classroom.

This website features a copyright decision tool that allows educators to quickly determine whether they can use specific materials in their lessons. This site also provides an overview of the <u>Fair Dealing Guidelines</u> and provides a link to <u>Copyright Matters!</u>, a publication that presents key questions and answers for teachers about copyright.

With respect to the playing of live or recorded copyright-protected music during non-instructional hours and the performance of music at a play that is non-curricular in nature, refer to the <u>Copyright Matters!</u> publication for further information.

For more information on copyright and the classroom, see <u>Copyright Awareness for Teachers</u> on the Alberta Education website.

PROGRAM ADMINISTRATION AND DELIVERY

PROGRAM ADMINISTRATION AND DELIVERY – STUDENT ASSESSMENT: KINDERGARTEN TO GRADE 9

Purpose of Assessment

The primary purpose of assessment is to improve student learning. Assessment information is also used to enhance instruction to students and assures Albertans that the education system is meeting the needs of students and achieving the outcomes of the *Ministerial Order on Student Learning*.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons:

- The information is essential so that teachers can assist in meeting the learning needs of students.
- The information is required for reporting student progress clearly to students and parents.
- The information is used in making decisions regarding student placement.
- The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet the student's learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, classroom assessment should have the following characteristics:

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of competency development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and
 areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a
 student already knows and can do. Assessment information should be used by a student to be informed
 about, to reflect upon and to initiate activities that enhance their learning.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches to Instruction

The terms "diagnostic instruction" and "diagnostic teaching cycle" are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

Assessment as the Basis for Communicating Individual Student Achievement

When students are placed in age-appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working (e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts). Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The Assessment as the Basis for Communicating Individual Student Achievement provision is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about

- their child's attitudes, skills and knowledge developed through a set of learning outcomes as referenced in programs of study
- · how well their child is doing in each subject
- the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts and mathematics

The provision does not restrict the communicating of student achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the two specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent–teacher conferences, assessment portfolios, report cards or student work samples. Many methods can be chosen for implementing this provision, but often face-to-face methods are the most successful for achieving clear and open communication.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial achievement standards, Alberta Education has released samples of complete provincial achievement tests in all testing areas. These released provincial achievement tests contain the questions, key and other pertinent material about each test and are available on the Alberta Education website. Writing examples for Grade 9 English language arts achievement tests are available on the Alberta Education website. Writing examples for Français 6 and French Language Arts 6 and French Language Arts 9 are also available on the Alberta Education website.

Provincial Achievement Testing Program

The provincial achievement tests (PATs) measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial achievement standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study.

Students registered in grades 6 and 9 and ungraded students in their sixth and ninth years of schooling are expected to write provincial achievement tests.

Provincial achievement tests are administered annually in English language arts, Français, French language arts, mathematics, science and social studies in grades 6 and 9. Grade 9 achievement tests based on the Knowledge and Employability programs of study in English language arts, mathematics, science and social studies are also administered. French versions of all mathematics, science and social studies achievement tests are available for students in Francophone and French immersion programs. Accommodations are available for students with special needs writing achievement tests as specified in the <u>General Information Bulletin: Provincial Achievement Testing Program Grades 6 and 9</u>.

Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than six students are reported to the school authority and the school but are not reported publicly. Alberta Education encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools in the *General Information Bulletin: Provincial Achievement Testing Program Grades 6 and 9.* Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. *Guidelines for Interpreting the Achievement Test Multiyear Reports* is provided along with the results.

For more information on provincial achievement testing, see the following:

- General Information Bulletin: Provincial Achievement Testing Program Grades 6 and 9
- information about the tests on the Alberta Education website
- Parent Guide to Provincial Achievement Testing-Grade 6
- Parent Guide to Provincial Achievement Testing-Grade 9

Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile for the student's education record is provided electronically to the school through the <u>secured Education site</u>. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

Student Learning Assessments

The Student Learning Assessments (SLAs) are a beginning of the year assessment that enables teachers and parents to be aware of a child's strengths and areas for growth. Alberta Education's goal is for the SLAs to be the trusted beginning of the year assessment tool for teachers, superintendents, principals, parents and students. For the 2018–2019 school year, the Grade 3 SLAs will be available to teachers in all school authorities as a tool to use at their discretion.

Literacy and Numeracy

The SLAs are provided digitally and assess students within the context of the definitions of literacy and numeracy that Alberta Education is currently using to guide its work:

- Literacy is the ability, confidence and willingness to engage with language¹ to acquire, construct and communicate meaning in all aspects of daily living.
- Numeracy is the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

Structure of the Grade 3 SLAs

The four components of the Grade 3 SLAs were determined in partnership with the Alberta School Boards Association, Alberta School Councils' Association, Alberta Teachers' Association, College of Alberta School Superintendents and Alberta Assessment Consortium. The four components of the Grade 3 SLAs are

- · a digitally scored literacy component
- a literacy performance-task component
- · a digitally scored numeracy component
- a numeracy performance-task component

The SLAs will reference the current provincial programs of study until the implementation of new programs of study.

English and French

The literacy components of the SLAs are developed independently for English, French immersion and Francophone students. The numeracy portions are developed in English, and the French immersion and Francophone versions are translations of the English version.

For more information on Student Learning Assessments, visit the Alberta Education website.

Language is a socially and culturally constructed system of communication.

² Quantitative information is information that can be measured and expressed as an amount.

³ Spatial information is the physical location of objects or people, or the relationship between objects or people.

PROGRAM ADMINISTRATION AND DELIVERY – DIPLOMA AND CERTIFICATE REQUIREMENTS

Introduction

Alberta Education diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction. A student who is awarded a diploma or certificate from the list below is a graduate.

This section outlines the requirements for being awarded the

- Alberta High School Diploma (English and Francophone)
- Certificate of High School Achievement (English and Francophone)
- · Certificate of Achievement
- Certificate of School Completion
- · Alberta High School Diploma as a Mature Student
- High School Equivalency Diploma (by two options)

Note: The possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

Alberta High School Diploma

Students who meet the requirements as outlined in this section of the *Guide* are awarded an <u>Alberta High School Diploma</u>. Students who satisfy these requirements and study in French and take Français 30-1 or Français 30-2 are awarded an Alberta High School Diploma (Francophone).

Certificate of High School Achievement

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a Certificate of High School Achievement.

Certificate of Achievement

Students who were enrolled in the Integrated Occupational Program before January 2006 and meet the requirements outlined in <u>Appendix 3</u> are awarded a Certificate of Achievement.

Certificate of School Completion

The Certificate of School Completion can be awarded to students with a significant cognitive disability who meet the qualification criteria listed below. Certificates will be generated using student information in PASI upon nomination by the principal/assistant principal of the school.

Qualification Criteria

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
 - Alberta High School Diploma
 - Diplôme d'études secondaires de l'Alberta
 - High School Equivalency Diploma
 - Diplôme d'équivalence d'études secondaires
 - Certificate of High School Achievement (Knowledge and Employability)
 - Certificat de réussite d'études secondaires (Connaissances et employabilité)

- The student has worked toward goals and objectives in their <u>individualized program plan/instructional</u> support plan.
- By the end of the nomination school year, the nominee has been a student for at least 12 years (and is 17 years of age by March 1 of the nomination year).
- The school year in which the nomination is being submitted is the student's last year of school programming.
- The student's registration in PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.

For further information regarding student eligibility for the certificate, contact Learner Services.

In order for students who have achieved a Certificate of School Completion to receive their certificate at the end of their last school year, please submit nominations into PASI after March 31. If a student requires a certificate earlier, contact studentrecords@gov.ab.ca.

Mature Students

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is

- . 19 years of age or older; or
- the holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the Minister

Mature student status is granted effective September 1 for the subsequent school year. The above criteria are to be satisfied prior to September 1.

The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed coursework on file with Alberta Education. The application of mature student status is conditional upon the completion of new coursework subsequent to September 1 of the school year in which the status becomes effective.

If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the Special Cases Committee by writing to the Executive Secretary, Special Cases Committee, Provincial Assessment Sector, Alberta Education.

A mature student is eligible to enrol in any course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses.

A mature student may earn senior high school credits in non-diploma examination courses after successfully completing

- · courses offered in a regular accredited school
- courses offered under extension programs
- courses offered by a school or school authority engaging in online learning or print-based distance education programs

A mature student may earn senior high school credits in diploma examination courses by successfully completing course instruction and the diploma examination, or by successfully challenging the diploma examination.

A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education for the prerequisites in that course sequence. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 10-2, 20-2, 30-2 and Social Studies 30-1 will receive 20 credits. See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section.

The provision to automatically award credits to mature students for prerequisite courses does not apply to

- Agriculture Safety (AGR3000)
- Career and Technology Studies (CTS) 1-credit courses
- courses in the post-secondary institution (PSI) occupational area
- English as a second language courses
- Green Certificate Program courses
- locally developed courses, with the exception of locally developed language courses
- Registered Apprenticeship Program (RAP) courses
- senior high K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- Special Projects 10–20–30
- Work Experience 15–25–35
- Workplace Safety Systems (HCS3000)

Mature students are eligible to receive the Alberta High School Diploma or the Certificate of High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management (CALM).

Many school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enrol in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See <u>Alberta High School Diploma Requirements</u> in this section.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994–1995 may meet the current requirements or the requirements that were in effect the year they entered high school. <u>Appendix 2</u> contains a chart that outlines the requirements for years prior to 1994–1995.

Principals will contact <u>Student Records</u> when a student requests programming to meet requirements for years prior to 1994–1995.

For more information, see Grade 10 Students in the Student Placement and Promotion section.

High School Equivalency Diploma

There are two options for achieving a High School Equivalency Diploma.

Option 1

A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section. The 60 credits will include

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- · additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in PASI for the following:

- · additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - age 21-24 (inclusive) 5 credits
 - age 25-29 (inclusive) 10 credits
 - age 30 and over15 credits

- · a maximum of 5 credits for extensive travel
- · a maximum of 5 credits for extensive reading

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

Note: The credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

For more information about Option 1, contact Student Records or the Special Cases and Accommodations Team.

Option 2

A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450¹ or better on each test will be granted a High School Equivalency Diploma.

For more information about Option 2 and the GED program, contact the Provincial Assessment Sector.

[•] The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:

ENGLISH LANGUAGE ARTS - 30 LEVEL

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES - 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS - 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE - 20 LEVEL®

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS) 8

10 CREDITS IN ANY COMBINATION FROM

- · Career and Technology Studies (CTS) courses
- Fine Arts courses
- · Second Languages courses
- Physical Education 20 and/or 30
- · Knowledge and Employability courses
- · Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

10 CREDITS IN ANY 30-LEVEL COURSE
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS
AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

These courses may include

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses 6
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

(continued)

- The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- 2 See information on exemption from the physical education requirement.
- 3 See information on exemption from the CALM requirement.
- Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- **3** 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- 6 Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma
 requirements of "10 credits in any combination from Career and Technology Studies (CTS) courses" and "10 credits in any
 30-level course—Advanced level (3000 series) in Career and Technology Studies courses."
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements (Francophone).
- Mature students should consult the <u>Mature Students</u> section for applicable requirements.

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (FRANCOPHONE)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:

FRANÇAIS - 30 LEVEL

(Français 30-1 or 30-2)

ENGLISH LANGUAGE ARTS - 30 LEVEL®

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES - 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS - 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE - 20 LEVEL

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM

- · Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

5 CREDITS IN ANY 30-LEVEL COURSE
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS
AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) 6

These courses may include

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

(continued)

- There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see <u>Alberta High School Diploma Requirements for Francophone Students English Language Arts below.</u>
- The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- 3 See information on exemption from the physical education requirement.
- **9** See information on exemption from the CALM requirement.
- Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- **3**0-level English language arts, 30-level Français or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma
 requirements of "10 credits in any combination from Career and Technology Studies (CTS) courses" and "5 credits in any
 30-level course—Advanced level (3000 series) in Career and Technology Studies courses."
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Mature students should consult the Mature Students section for applicable requirements.

Alberta High School Diploma Requirements for Francophone Students – English Language Arts

Francophone students who use Français 30-1 or Français 30-2 to meet the language arts requirements for an Alberta High School Diploma must also complete English Language Arts 30-1 or 30-2. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone Regional authority from meeting the English Language Arts 30-1 or 30-2 Alberta High School Diploma requirement provided that

- the student entered the Alberta school system within five years of the anticipated completion year; and
- the principal deems the student does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 30-1 or 30-2

The principal must report the exemption in PASI at the time it is granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For more information, contact Francophone Field Services.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS oincluding the following:

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)[€]

5 CREDITS IN

- · 30-level Knowledge and Employability occupational course, or
- Advanced level (3000 series) in Career and Technology Studies courses, or
- 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course, 6 or
- 30-level Green Certificate course, 6 or
- Special Projects 30

OR

5 CREDITS IN

- 30-level Registered Apprenticeship Program (RAP) course
- To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
- 2 See information on exemption from the physical education requirement.
- 3 See information on exemption from the CALM requirement.
- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of "5 credits in Advanced level (3000 series) in Career and Technology Studies courses."
- Refer to the Off-campus Education Handbook for additional information.
- 6 Refer to the Alberta Education website for additional Green Certificate information.
- Refer to the Off-campus Education Handbook for additional information.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (FRANCOPHONE)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS oincluding the following:

FRANCAIS 20-2 OR 30-4

ENGLISH LANGUAGE ARTS 20-2 OR 30-42

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)³

CAREER AND LIFE MANAGEMENT (3 CREDITS)4

5 CREDITS IN

- · 30-level Knowledge and Employability occupational course, or
- Advanced level (3000 series) in Career and Technology Studies courses, or
- 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course, 6 or
- 30-level Green Certificate course, or
- Special Projects 30

OR

5 CREDITS IN

- 30-level Registered Apprenticeship Program (RAP) course
- To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
- There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see Certificate of High School Achievement Requirements for Francophone Students English Language Arts below.
- 3 See information on exemption from the physical education requirement.
- See information on exemption from the CALM requirement.
- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of "5 credits in Advanced level (3000 series) in Career and Technology Studies courses."
- **6** Refer to the Off-campus Education Handbook for additional information.
- Refer to the Alberta Education website for additional Green Certificate information.
- 3 Refer to the Off-campus Education Handbook for additional information.

Certificate of High School Achievement Requirements for Francophone Students – English Language Arts

Francophone students who use Français 20-2 or Français 30-4 to meet the language arts requirements for a Certificate of High School Achievement must also complete English Language Arts 20-2 or 30-4. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone Regional authority from meeting the English Language Arts 20-2 or 30-4 Certificate of High School Achievement requirement provided that

- the student entered the Alberta school system within five years of the anticipated completion year; and
- the principal deems the student does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 20-2 or 30-4

The principal must report the exemption in PASI at the time it is granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 80 credits to earn a Certificate of High School Achievement.

For more information, contact Francophone Field Services.

Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, in accordance with policies of the school authority and the provisions in the *Guide*.

Grade 10 Students

For the purpose of determining a student's high school completion requirements, the following applies: Upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education. Also see <u>Mature Students</u> in the Diploma and Certificate Requirements section for information regarding those who entered senior high school before the 1994–1995 school year.

Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered individually on a case-by-case basis, as deemed appropriate, to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has successfully completed each core junior high school course by acceptably achieving the learning outcomes (general and specific), has acceptably achieved all of the learning outcomes (general and specific) in all enrolled optional courses, and shows special interest and signs of high potential in subject areas that are part of a high school completion program.

A decision to extend this opportunity to a student is based on the best interests of the student and follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The following senior high school courses cannot be taken for credit by students enrolled in a junior high school:

- Career and Life Management (CALM)
- · Career Internship 10
- English as a Second Language courses
- Green Certificate Program courses
- high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- intermediate-level (2000 series) and advanced-level (3000 series) CTS courses
- locally developed courses, with the exception of locally developed language courses
- Registered Apprenticeship Program 15–25–35

Student Placement and Promotion

- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35

Note: Only a Francophone school in Alberta can offer credit for Français courses.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students must ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. The junior high school principal submits the marks into PASI. Once submitted, the marks will appear on the student's transcript.

School authorities whose students take courses for senior high school credits while in junior high school, including heritage language credit courses, will not receive credit enrolment unit funding for those courses completed. For more information, see the *Funding Manual for School Authorities*.

Senior High School Credits for Post-secondary Courses

Post-secondary courses taken at an institution either inside or outside Alberta are not typically equated to credits for the <u>Alberta High School Diploma</u> but may be evaluated for and applied toward the <u>High School Equivalency Diploma</u>. However, recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, dual credit programming creates opportunities for high school students to earn both high school and post-secondary credits for the same coursework. As outlined in the <u>Alberta Dual Credit Framework</u> and <u>Dual Credit Implementation Guide</u>, completion of authorized dual credit courses may be considered for credit toward the Alberta High School Diploma or the <u>Certificate of High School Achievement</u>.

Evaluation of Out-of-province/Out-of-country Educational Documents

Students entering an Alberta-accredited senior high school program from outside Alberta should submit transcripts, or other official statements of previous standing in senior secondary coursework, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses. For courses the student has been evaluated as passing, credits may be awarded or, if no equivalent Alberta approved senior high school course is available, unassigned credits may be awarded.

This assessment of documents should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the <u>Diploma and Certificate Requirements</u> section. Students who are assessed as passing a 30-level course are not required to take the Alberta diploma examination to receive credit for that course.

Evaluations of coursework completed outside of an Alberta-accredited school are to be reported with a mark of "P" for pass. Only evaluations resulting in a "P" for pass are to be reported. All marks are submitted into PASI. The Alberta Transcript of High School Achievement will report the course code and credits awarded for the evaluation. If the student wishes to have a percentage mark reported on the Alberta Transcript of High School Achievement, they must complete the course within an Alberta-accredited school. This can be done either by enrolling in and successfully completing the course, or by completing a course challenge. For diploma examination courses the student must also complete the diploma examination.

Student Placement and Promotion

Former students of a Francophone education program from outside Alberta entering an Alberta non-Francophone high school may be granted credits for either French as a second language or French language arts but not for Français. Only a Francophone school can offer credit for Français.

Schools must **not** use the following when evaluating out-of-province documents:

- Agriculture Safety (AGR3000)
- Career Internship 10
- · courses in the post-secondary institution (PSI) occupational area
- English as a second language courses
- Green Certificate Program courses
- high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- locally developed courses, with the exception of locally developed language courses
- Special Projects 10, 20, 30
- Work Experience 15, 25, 35
- Workplace Safety Systems (HCS3000)

For the evaluation of out-of-country documents, including information on the comparison of grade levels based on the achievement of specific secondary level credentials, principals may wish to consider the following sources:

- The <u>Canadian Information Centre for International Credentials (CICIC)</u> has online country education profiles and comparison tools as well as guiding principles for the recognition of foreign credentials.
- The <u>International Qualifications Assessment Service</u> has also developed <u>International Education Guides</u> as
 resources for educational institutions, employers and professional licensing bodies. The International
 Education Guides provide current and comprehensive profiles of the educational systems (secondary and
 post-secondary) in other countries and how credentials from these countries compare to educational
 standards in Canada.

An <u>Alberta High School Diploma</u> is not to be issued solely on the basis of the evaluation of out-of-province credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

In the case of a dispute over the number of senior high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the Special Cases Committee. This committee deals with matters requiring the interpretation and application of policy relative to individual students. The final procedural level in the appeal process is the Minister of Education.

Student Placement and Promotion

The Special Cases and Accommodations Team may be contacted by email at Special-Cases@gov.ab.ca. The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, at

Provincial Assessment Sector, Alberta Education 6th Floor 44 Capital Boulevard, 10044 – 108 Street Edmonton, Alberta T5J 5E6

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeals to Alberta Education in these instances.

Visiting or Exchange Students

Registration

Visiting or exchange students from another province or country who wish to complete a course for credit must register with the appropriate school authority.

Statement of Achievement

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education in the form of the Alberta Transcript of High School Achievement and would reflect only the courses the student actually completed in an Alberta school.

Diploma Examinations

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1 and English Language Arts 30-2 diploma examinations must be written in English. The Français 30-1 and French Language Arts 30-1 diploma examinations must be written in French. The diploma examinations in Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30 may be written in either English or French.

For more information about the writing of diploma examinations, see the <u>General Information Bulletin: Diploma Examinations Program</u>.

For information regarding fees, see Eligibility to Write in the Student Assessment in Senior High School section.

International Education and Study Permits

Contact <u>International Education Services</u> for information about international education initiatives, student exchanges and right of access to education for students from another country.

For information on study permits and the application process, contact <u>Immigration</u>, <u>Refugees and Citizenship</u> <u>Canada</u>.

PROGRAM ADMINISTRATION AND DELIVERY – STUDENT ASSESSMENT IN SENIOR HIGH SCHOOL

Introduction

School Act, Section 39(3)(c)
Student Evaluation Regulation, AR 177/2003

The Student Evaluation Regulation governing the evaluation of students has been developed under section 39(3)(c) of the School Act.

Further to the <u>Student Evaluation Policy</u> in the Policies section of the *Guide*, this section provides additional information on student assessment in senior high school.

Reporting Student Achievement in Senior High School Courses

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

Achievement in all senior high school credit courses is to be reported, with the appropriate designation, in PASI. When funding is requested, all funding conditions must be met and all supporting documentation maintained regardless of the completion status reported. For more information, see the *Funding Manual for School Authorities*.

School-awarded marks in diploma examination courses shall be reported in PASI by the dates specified in the Schedules and Significant Dates section of the <u>General Information Bulletin: Diploma Examinations Program</u>.

School-awarded marks in all non-diploma examination courses shall be reported in PASI in accordance with Student Records' Schedule of Activities, available through the PASI Community Site.

Reporting CTS Courses

Students must be individually assessed and graded on each CTS course taken.

Schools are to report all successfully completed CTS courses in PASI, along with an awarded mark of not less than 50% for each course. Schools also report CTS courses in which the student has an incomplete or withdrawal status.

Challenged CTS courses and waived prerequisite CTS courses are also to be reported. See <u>Course Challenge</u> and <u>Waiver of Prerequisites and Credits for Waived Prerequisite Courses</u> in the Awarding Course Credits section.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the *Funding Manual for School Authorities* and on the PASI Community Site.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, in PASI, at the time of granting the exemption.

Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the <u>senior high school</u> <u>programs of study</u>. Students enrolled in the following courses are required to write diploma examinations:

- Biology 30
- · Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30-1
- French Language Arts 30-1
- Mathematics 30-1
- Mathematics 30-2
- Physics 30
- Science 30
- Social Studies 30-1
- Social Studies 30-2

The final mark for diploma examination courses is determined by blending the diploma examination mark (30%) with the school-awarded mark (70%). To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1 and English Language Arts 30-2. Students may elect to write either the French or English language version of the respective examination.

For more information on <u>diploma examinations</u>, see the following documents available on the Alberta Education website:

- General Information Bulletin: Diploma Examinations Program
- information for students and parents
- information bulletins for each course in which a diploma examination is administered—these bulletins can be found on the <u>subject-area web pages</u>

Registering for Diploma Examinations

All students currently enrolled in diploma examination courses writing the diploma examination for the first time must be registered by their senior high school principal. All first-time diploma examination writing registrations are to be submitted by the school into PASI.

Students who have written a diploma examination within the current year, or the past two years, and wish to rewrite it, must register directly with Alberta Education and pay the required non-refundable rewrite registration fee either in <u>myPass</u> or by submitting a <u>rewrite form</u>. Schools cannot register a student to rewrite a diploma examination.

Mature students and students not currently enrolled in a diploma examination course who wish to write a diploma examination must register directly with Alberta Education in <u>myPass</u>.

All diploma examination registrations must be submitted by the appropriate due date as published in the <u>General Information Bulletin: Diploma Examinations Program</u>.

Student Assessment in Senior High School

All schools or writing centres offering diploma examinations must submit their Diploma Examination Sittings into PASI.

Special Writing Centres outside Alberta may be authorized upon application to and approval by the <u>Special Cases and Accommodations Team</u>.

Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current <u>General Information Bulletin: Diploma Examinations Program</u>.

Eligibility to Write

Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.

Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.

Students who have been awarded credit previously for a course may register to write a diploma examination for that course. Students who have written a diploma examination within the current year, or the past two years, and wish to rewrite it, must register directly with Alberta Education and pay the required non-refundable rewrite registration fee either in myPass or by submitting a rewrite form.

<u>Mature Students</u>, as defined in the Diploma and Certificate Requirements section, may register to write the diploma examination without taking instruction.

Students who are not funded by Alberta Education or who are not on a reciprocal exchange are required to pay a non-refundable registration fee to write a diploma examination. For more information, see the <u>General Information Bulletin: Diploma Examinations Program</u>.

Students who are in a home education program are eligible to write diploma examinations. See the <u>Home Education Regulation</u>.

Rewrite Fees

Students who intend to rewrite one or more diploma examinations are required to register directly with Alberta Education and pay a non-refundable rewrite registration fee for each examination. This can be done in my2ass or by submitting a rewrite form. This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school, online learning or print-based distance education programs.

Students are charged a non-refundable rewrite registration fee for a diploma examination if they have written examinations in this course within the current school year or the two school years prior to the current school year.

Accommodations for Students with Special Diploma Examination Writing Needs Student Evaluation Regulation, AR 177/2003

Students with special diploma examination writing needs may require accommodations to write a diploma examination.

A list of accommodations and the processes related to requesting them are found in the Accommodations, Provisions and Special Cases section of the <u>General Information Bulletin: Diploma Examinations Program</u>.

For assistance and inquiries regarding the use of accommodations for diploma examinations, contact the <u>Special Cases and Accommodations Team</u>.

Exemption from Writing Diploma Examinations

Under specific circumstances, a partial or full exemption from the diploma examination may be granted upon application to and approval by the <u>Special Cases and Accommodations Team</u>. For more information, see the <u>General Information Bulletin: Diploma Examinations Program</u>.

Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations can retrieve their Diploma Examination Results Statement from the student self-service website called <u>myPass</u>. The statement shows the diploma examination mark received for the writing session specified, the school-awarded mark for the writing session specified, and the most recent official mark for the diploma examination course.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the official mark, for transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course.

Reporting Results of the Provincial Assessments

The school principal must report annually to the parents of students in the school and to the school community the school's results on provincial assessments, including information on the local context and the limitations of assessments. The school principal must report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released/web-posted annually by the Minister in the fall. Prior to this release/web-posting, a multiyear summary report containing examination results, school-awarded results and final combined results for all diploma examination administrations is provided to schools and school authorities via a secure website. Following the ministerial release, the <u>multiyear summary reports</u> are provided on Alberta Education's website. For more information, schools can refer to <u>School Authority Planning and Reporting</u> on the Alberta Education website.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may

- · appeal under the policies set by the school authority, or
- take the course again

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted into PASI before the official release dates of Results Statements. These dates are published in the annual <u>General Information Bulletin: Diploma Examinations Program</u>.

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted for approval into PASI.

Diploma Examination Marks

A student who believes that their diploma examination mark does not appropriately reflect their achievement may

- submit a written request for a rescore to the <u>Provincial Assessment Sector</u>, in accordance with the terms and date specified on the appropriate results statement, or
- rewrite the examination at a later administration date. Some diploma examinations may not be available for rewrite during certain examination administration periods. For more information, see the <u>General Information Bulletin: Diploma Examinations Program</u>.

Rescoring a Diploma Examination

A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education through <u>myPass</u>. This fee is refunded if the examination mark increases by 5% or more as a result of rescoring.

The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High School Diplomas, Certificates and Transcripts

Student Records issues the Alberta High School Diploma, the High School Equivalency Diploma, the Certificate of High School Achievement or the Certificate of School Completion to students who meet the requirements. The Detailed Academic Report is an unofficial document that contains a student's entire senior high school record and can be accessed and printed directly by the student on myPass.

For a fee, students may request that an Alberta Transcript of High School Achievement be sent to themselves, an employer or a post-secondary institution. The request and payment can be submitted on myPass. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported.

It is the responsibility of the student to request a new transcript when their information has been updated. Students can view unofficial copies of transcripts using myPass.

Language Versions

Diplomas and certificates are generally issued in English. Principals of schools with alternative French language programs (including French immersion) are expected to advise their students that they can request a French version of their diploma or certificate. Principals should submit a letter to Student Records naming those students wanting French diplomas or certificates. For students registered in a Francophone school, diplomas and certificates are automatically issued in French.

Using <u>myPass</u>, students may request their credential be reprinted in English or French. Transcripts in English or French may also be requested by the student using myPass. The Detailed Academic Report is available in English only.

Provisions for Mature Students

Mature students may earn senior high school credits without holding credits for the prerequisite courses. For more information, see <u>Mature Students</u> in the Diploma and Certificate Requirements section.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school authority from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the receiving school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are submitted into PASI, the principal may only submit a "P" for pass, not a grade or percentage score.

PROGRAM ADMINISTRATION AND DELIVERY - AWARDING COURSE CREDITS

Introduction

After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the principal, subject to the following ministry requirements:

- Instruction is the responsibility of qualified teachers holding valid Alberta teaching certificates.
- Students in all schools, those participating in High School Redesign and those not participating in High School Redesign, have access to a minimum of 1000 hours of instruction per school year, as outlined in the <u>Program Planning – Senior High School</u> section.
- The instructional time allocated to each course, for students in schools that are not participating in High School Redesign, meets the minimum times specified in the <u>Program Planning – Senior High School</u> section.
- The content of each course follows that outlined in the senior high school programs of study.
- The senior high school is operating in accordance with the Guide to Education: ECS to Grade 12.
- Student evaluation is carried out in accordance with school authority policy and is consistent with the Student Evaluation Policy.
- School-awarded marks in diploma examination courses and final marks in all other senior high school
 courses are endorsed by the principal in accordance with school authority requirements. School-awarded
 marks are subsequently submitted to Alberta Education for recording at a time and in a manner
 determined by the Minister.

Rules Governing Awarding of Credits

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course.

Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the Alberta Transcript of High School Achievement.

Awarding and Reporting Dual Credits

Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, dual credit programming creates opportunities for high school students to earn both high school and post-secondary credits for the same coursework and allows for these opportunities to be reported on the Alberta Transcript of High School Achievement.

Dual credit programming falls within the Career and Technology Studies (CTS) program. Awarding and reporting of dual credit courses will follow the same processes as for other CTS high school courses. See Reporting CTS Courses in the Student Assessment in Senior High School section.

Additionally, where there is a formal dual credit partnership between a school authority and an eligible post-secondary institution, schools may designate in PASI, through the use of the dual enrolment flag (DEF), that a dual credit course is aligned with a post-secondary course. Principals will be able to flag courses taken through a dual enrolment and will be asked to select the post-secondary institution through which the courses were taken.

Awarding Course Credits

Further information about dual credit course completion, reporting processes and funding eligibility is provided in the <u>Alberta Dual Credit Framework</u>, the <u>Dual Credit Implementation Guide</u> and the <u>Funding Manual for School Authorities</u>.

For more details on authorized dual credit programming and associated course codes, contact the High School Social Studies and Career Pathways Branch via email at edc.dct@gov.ab.ca.

Awarding and Reporting External Credentials

Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, the Career and Technology Studies (CTS) program creates opportunities for high school students to earn external credentials that can be reported on the Alberta Transcript of High School Achievement.

For external credentials associated with CTS Credentialed Pathways, the associated courses and the credential can be added to the student's record in PASI. The Alberta Transcript of High School Achievement will report the external credential as well as the CTS courses completed and credits awarded. See the CTS Credentialed Pathways document on the Alberta Education website for a list of pathways that are associated with external credentials that can be identified on a student's transcript.

Course Sequence Transfer

For details on awarding course credits to students who transfer course sequences, see <u>Course Sequence</u> <u>Transfer</u> in the Courses and Programs section.

Prerequisite Standing

School Act, Section 39

In accordance with the Minister's authority under section 39 of the *School Act*, a student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. For more information, see *Provincially Authorized Senior High School Courses and Course Codes* on the Alberta Education website.

Course Challenge

Course challenges are intended to

- · meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools

The course challenge provision allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

Definitions

Assessment refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of the student's work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence.

Course sequence refers to a sequence of courses that together constitute a complete set of prerequisites (e.g., French Language Arts 10-1, 20-1, 30-1).

Summative evaluation refers to the final evaluation of learning outcomes.

Diploma Examination Courses

The course challenge provision applies to non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (70%) and the diploma examination mark (30%). Course challenge in diploma examination courses applies only to the school-awarded mark component of the course and, therefore, will **not** result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Course Challenge for Languages

In the assessment process for a language course challenge, students need to perform a number of oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged. Student performance and quality of work are to be evaluated by an Alberta certificated teacher who has expertise in the language course being challenged. In Alberta, only Francophone schools can offer course challenge and credit for any Français course.

Students who successfully challenge a language course will receive waived prerequisite credits for lower grade level courses in that sequence if they have not already received credits for lower grade level courses in that language. For more details, see the <u>Waiver of Prerequisites and Credits for Waived Prerequisite Courses</u> section.

Français 10, 20 and 30 Level

Senior high school students whose parents have rights under section 23 of the <u>Canadian Charter of Rights and Freedoms</u>, and who are currently attending a school other than one administered by a Francophone Regional authority, may challenge Français 10-1, 10-2, 20-1, 20-2, 30-1 or 30-2 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in this section apply.

Awarding Course Credits

Exceptions

The course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course.

Students are not permitted to challenge the following courses:

- Agriculture Safety (AGR3000)
- Career Internship 10
- courses in the post-secondary institution (PSI) occupational area
- English as a second language courses
- · Green Certificate Program courses
- high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- locally developed courses, with the exception of locally developed language courses
- Registered Apprenticeship Program (RAP) courses
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Workplace Safety Systems (HCS3000)

Students

Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal. For diploma examination courses, this applies only to the school-awarded mark component.

The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).

A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.

A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

High School Principal

Course challenges shall be administered by a senior high school according to its policy (in addition to school authority policy) only after the student is enrolled in senior high school.

A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to successfully handle the course at the next level. For more information, see the Marks, Credits and Reporting section below.

The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course.

The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course. Only a principal of a Francophone school in Alberta can award credit for Français courses.

The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.

Marks, Credits and Reporting

The senior high school principal shall report a student's achievement in a course challenge according to the requirements in Reporting Student Achievement in Senior High School Courses in the Student Assessment in Senior High School section.

A student who successfully demonstrates through the course challenge process that they possess the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.

The percentage mark for the course challenge is to be reported in PASI.

The principal must ensure that the student challenging a course is aware that, upon the student's successful completion of a course challenge, waived prerequisite credits and either a percentage mark or a "P" for pass are granted by the principal for courses lower in the course sequence. If a student wishes to receive a percentage mark on their Alberta Transcript of High School Achievement for prerequisite courses, the student must successfully challenge each individual course. In this situation, it is recommended that the student challenge the course sequence in sequential order (i.e., 10-level, then 20- and 30-levels respectively). Otherwise, upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" will be granted by the principal for courses lower in the course sequence.

For example, if a student wishes to challenge Spanish Language and Culture 30-3Y and also earn percentage marks for Spanish Language and Culture 10-3Y and Spanish Language and Culture 20-3Y, then the student should challenge the course sequence in sequential order. Otherwise, the student who only challenges Spanish Language and Culture 30-3Y will receive a "P" for Spanish Language and Culture 10-3Y and 20-3Y. For more information, see <u>Waiver of Prerequisites and Credits for Waived Prerequisite Courses</u>.

[•] Heritage language schools should contact the <u>High School Languages</u>, <u>Arts and Wellness Branch</u> for guidelines in the administration of the course challenge provision.

Awarding Course Credits

If a student chooses to take the course in the same semester in which they attempt a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's Alberta Transcript of High School Achievement.

A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise their mark, the student is required to take the course.

School Authorities

Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.

Each school authority shall establish procedures to communicate to parents and students the availability of and procedures for course challenges.

A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, except for those courses in the <u>Exceptions</u> section above.

A school authority may choose to accommodate requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (e.g., personal transportation). A student wishing to challenge Français courses should be referred to a Francophone Regional authority.

Funding

Consult the <u>Funding Manual for School Authorities</u> for funding information related to the course challenge provision.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- The student possesses the knowledge, skills and attitudes identified in the waived course or program of studies.
- Judgements are made on an individual basis, not for an entire class of students.
- It is in the student's best interest.

Note that only a principal of a Francophone school in Alberta can award a waiver of prerequisites and/or credits for waived prerequisite Français courses.

In the case of CTS, the student must present documentation that indicates that they have met the learning outcomes and safety requirements of the prerequisite course. This documentation could be

- an external industry certificate
- records from a junior high class
- · a letter from a previous teacher or principal
- · a credible portfolio
- · an existing project that demonstrates their skills

Awarding Course Credits

The principal must also take into consideration that the prerequisite course may be one in a series of courses required for admission into a post-secondary institution or to qualify for an external industry certificate and, therefore, requires an actual grade.

Examples:

- A student who is waived into English Language Arts 30-1 and successfully completes the course receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.
- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.
- A student who successfully completes English Language Arts 10-1 then earns credits for English Language Arts 30-2 should receive waived credits for English Language Arts 20-2.

Upon the student's successful completion of the next or higher-level course in a given sequence, the principal shall report any waived prerequisite course or courses in PASI. Only a "P" is accepted for the mark. Credits are then granted for the waived prerequisite course or courses. The Alberta Transcript of High School Achievement will report the course code and credits awarded. The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

Students may only earn waived prerequisite credits at the lower grade level for subjects the student has not already completed. For example, a student who has passed Social Studies 20-1 and successfully challenges Social Studies 30-2 does not receive waived prerequisite credits in Social Studies 20-2, or a student who has completed French Language Arts 30-1 and successfully challenges French 30-9Y would only receive challenge credits for French 30-9Y and would not receive other waived prerequisite credits in French language courses.

Exceptions

The waiver provision outlined above does not apply to the following courses:

- Agriculture Safety (AGR3000)
- Career and Technology Studies (CTS) 1-credit courses
- Career Internship 10
- courses in the post-secondary institution (PSI) occupational area
- English as a second language courses
- Green Certificate Program courses
- high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- locally developed courses, with the exception of locally developed language courses
- Physical Education 10
- Registered Apprenticeship Program (RAP) courses
- Special Projects 10, 20 and 30

- Work Experience 15, 25 and 35
- Workplace Safety Systems (HCS3000)

Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students under <u>Mature Students</u> in the Diploma and Certificate Requirements section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied:

COURSES ELIGIBLE FOR RETROACTIVE CREDITS 0

| Registered Course | Alternative | Alternative |
|----------------------------|----------------------------|----------------------------|
| Reported Failed: | Course Passed: | Retroactive Credits: |
| Semester/School Year A | Semester/School Year B | Semester/School Year B |
| English Language Arts | | |
| English Language Arts 20-1 | English Language Arts 30-2 | English Language Arts 20-2 |
| English Language Arts 10-1 | English Language Arts 20-2 | English Language Arts 10-2 |
| English Language Arts 10-2 | English Language Arts 20-4 | English Language Arts 10-4 |
| Français 2 | | |
| Français 10-1 | Français 20-2 | Français 10-2 |
| Français 20-1 | Français 30-2 | Français 20-2 |
| Français 10-2 | Français 20-4 | Français 10-4 |
| French Language Arts | | |
| French Language Arts 10-1 | French Language Arts 20-2 | French Language Arts 10-2 |
| French Language Arts 20-1 | French Language Arts 30-2 | French Language Arts 20-2 |
| Mathematics | | |
| Mathematics 10C | Mathematics 20-3 | Mathematics 10-3 |
| Mathematics 10-3 | Mathematics 20-4 | Mathematics 10-4 |
| Mathematics 20-1 | Mathematics 30-2 | Mathematics 20-2 |
| Mathematics 20-2 | Mathematics 30-3 | Mathematics 20-3 |
| Social Studies | | |
| Social Studies 10-1 | Social Studies 20-2 | Social Studies 10-2 |
| Social Studies 20-1 | Social Studies 30-2 | Social Studies 20-2 |
| Social Studies 10-2 | Social Studies 20-4 | Social Studies 10-4 |
| Science | | |
| Science 10 | Science 24 | Science 14 |
| Science 14 | Science 20-4 | Science 10-4 |

- The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.
- 2 Note that only a Francophone school in Alberta can award retroactive credits for Français.

Awarding Course Credits

Courses for which retroactive credits have been granted will have the course code and credits reported on the Alberta Transcript of High School Achievement.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A"/School Year "A."
- At the end of Semester "A"/School Year "A," the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student's file for the student to be eligible for retroactive credits in the following years.
- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester "B"/School Year "B."
- The principal subsequently submits into PASI, in the appropriate reporting period for Semester "B"/ School Year "B," a pass mark in the higher-level alternative course completed.

PROGRAM ADMINISTRATION AND DELIVERY - SPECIAL CASES COMMITTEE

Frame of Reference of the Committee

Student Evaluation Regulation, AR 177/2003

The Minister, under section 12 of the Student Evaluation Regulation, may appoint members of the Special Cases Committee.

Membership of the Committee

The Committee is chaired by the Director, Examination Administration, and is composed of five other directors or executive directors of Alberta Education, or their designates, as approved by the chair.

Responsibilities of the Committee

The Committee is responsible for hearing appeals resulting from decisions on matters, including the following:

- · rulings related to disputed out-of-province high school credit decisions
- rulings on disputed evaluations, results of evaluations or diploma requirements
- rulings on student evaluation or diploma requirements where no Alberta Education policy or precedent exists
- · determining the mature student status of individuals
- · reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate under the circumstances

The Committee will only consider matters that have been previously considered by the school, board and Special Cases and Accommodations Team where the matter remains unresolved. On receipt of a decision of the Special Cases Committee, the person who made the request(s) may request in writing that the Minister of Education review the decision.

Directions for Contacting the Committee

Individuals who have explored all other avenues of appeal at their school authority level and with the Special Cases and Accommodations Team may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission must provide reasons for the appeal, along with any other supporting information and documentation, if necessary. The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, at

Provincial Assessment Sector, Alberta Education 6th Floor 44 Capital Boulevard, 10044 – 108 Street Edmonton, Alberta T5J 5E6

PROGRAM ADMINISTRATION AND DELIVERY

Special Cases Committee

Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent, if applicable, of the school authority where the individual received instruction.

Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal.

Students shall be informed of their right of appeal to the Special Cases Committee.

For more information on the Special Cases Committee, contact the Executive Secretary, Special Cases Committee, <u>Provincial Assessment Sector</u>.

Introduction

School Act, Section 39(1)

Pursuant to section 39(1) of the School Act, the Minister may authorize instructional materials for use in schools.

Learning and teaching resources are those print, non-print and digital resources used by students and/or teachers to facilitate learning and teaching. Many learning and teaching resources—developed by publishers, Alberta Education or Alberta teachers—are available for use in implementing school programs.

Authorization indicates that the resources meet Alberta Education's evaluation criteria (e.g., curriculum congruency; instructional and technical design; <u>Guidelines for Recognizing Diversity and Promoting Respect;</u> preference for Canadian content; and <u>Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum</u>); however, the use of authorized resources is not mandatory for program delivery.

Under section 60(2)(b) of the *School Act*, a school board may develop or acquire instructional materials for use in programs or in schools, subject to section 39. In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency; instructional and technical design; *Guidelines for Recognizing Diversity and Promoting Respect*; preference for Canadian content; and *Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum*.

Alberta Education does not prescribe any one method of teaching over another. Teachers are expected to use their professional judgement and knowledge to select the most appropriate methods of teaching that best meet the needs of their students. However, the practice of teachers is described in the <u>Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (#016/97)</u>. The ministry authorizes student and teacher resources to assist teachers in identifying instructional materials to support student learning. The use of authorized resources is not mandatory. Student and teacher resources may include print and digital formats used in a variety of settings and delivery modes to facilitate the implementation of provincial courses and programs of study, and educational initiatives.

For more information on authorized English and French learning and teaching resources, contact the <u>Implementation and Resources Branch</u>.

Distributed Learning Resources

Distributed learning resources are available for students and teachers in Alberta from <u>LearnAlberta.ca</u>. These resources are designed in a modular format, with each module consisting of student-centred learning resources that motivate and guide students as they work through a variety of learning experiences, assessment opportunities and integrated multimedia. Distributed learning resources meet the evaluation criteria and address the general and specific outcomes of a course as outlined in the provincial programs of study.

Services for Children/Students with Visual Impairments

Services for Students with Visual Impairments (SSVI) manages the braille transcription of authorized student basic textbooks within the four core subject areas (English language arts, social studies, science and mathematics) and an assistive technologies equipment loan program (e.g., braille note takers, embossers) for ECS to Grade 12 students.

For more information on accessing the services, visit <u>Supports for Visual Impairments</u> on the Alberta Education website.

Digital Textbook Repository for Students with Disabilities

The digital repository on <u>LearnAlberta.ca</u> houses grades 4 to 12 student basic textbooks in the four core subject areas. School staff can access digital, PDF textbook files by agreeing to follow a specified terms of use agreement. By agreeing to the terms of use, teachers can access these resources for their eligible students with learning, cognitive, physical and vision-loss-type disabilities. For more information on the repository, visit <u>Supports for Visual Impairments</u> on the Alberta Education website.

LearnAlberta.ca

<u>LearnAlberta.ca</u> offers engaging digital learning and teaching resources for Alberta's ECS to Grade 12 community. These multimedia resources can be accessed from any computer with a high-speed Internet connection. Visitors must sign in to access the full complement of resources. Jurisdiction usernames and passwords are distributed to school authorities and school principals.

Alberta Education Contacts

Alberta Education can be contacted in a number of ways. To be connected by telephone toll-free from anywhere in Alberta, dial 310-0000 and when prompted dial the desired number.

General Inquiries: Telephone: 780-427-7219

The electronic address (URL) for Alberta Education is https://education.alberta.ca/.

Unless otherwise noted, the mailing address for Alberta Education is

44 Capital Boulevard 10044 – 108 Street NW Edmonton, Alberta T5J 5E6

Capital Planning Sector - Program and System Support Division

Telephone: 780-643-0951 Fax: 780-641-9117

Communications

7th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-422-4495 Fax: 780-427-7733

Curriculum Coordination and Implementation Sector - Curriculum Division

Digital Content Management and Delivery

Telephone: 780-644-3885 Telephone: 780-674-5350 (Barrhead)

Fax: 780-422-9157 Fax: 780-674-6561

First Nations, Métis and Inuit Curriculum

Telephone: 780-644-3885 Fax: 780-422-9735

Implementation and Resources

Telephone: 780-644-3885 Fax: 780-422-9735

Quality Assurance and Strategic Supports

Telephone: 780-644-3885 Fax: 780-422-9735

Early and Middle Years Curriculum Sector and French Education Services – Curriculum Division

Early Years Curriculum

Telephone: 780-415-0012 Fax: 780-422-1947

Middle Years Curriculum

Telephone:780-415-2504 Fax: 780-422-1947

French Education Services

Telephone: 780-422-2063 Fax: 780-422-1947

Official Languages in Education Programs

Telephone: 780-427-2940 Fax: 780-422-1947

Email: edc.officiallang@gov.ab.ca

Education Supports Sector - Program and System Support Division

Inclusive Technology and Print Services

Telephone: 780-415-9347

Services for Students with Visual Impairments

8707 - 51 Avenue

Edmonton, Alberta T6E 5H1 (Temporary address)

Telephone: 780-427-4681 Fax: 780-427-6683 Email: edc.ssvi@gov.ab.ca

Internet: https://education.alberta.ca/supports-for-visual-impairments/description-of-services/

Learner Services

Telephone: 780-415-0783 Fax: 780-422-2039

Office of Student Attendance and Re-engagement (including Attendance Board)

Telephone: 780-644-2980 Fax: 780-427-5930

School Accreditation and Standards

Telephone: 780-427-7235 Fax: 780-422-2039

School and Community Supports

Telephone: 780-422-6538 Fax: 780-422-2039

Evidence and Labour Relations Sector – System Excellence Division

System Assurance

Telephone: 780-643-9193 Fax: 780-638-4197

Field Services Sector - Program and System Support Division

Field Services - North Services

Telephone: 780-427-5394 Fax: 780-422-9682

Field Services - Francophone Services

Telephone: 780-427-5382 Fax: 780-422-9682

Field Services - Central Services

Telephone: 780-427-5381 Fax: 780-422-9682

Field Services - South Services

Telephone: 403-297-6354 Fax: 403-297-3842

Field Services - First Nations, Métis and Inuit Services

Telephone: 780-427-2040 Fax: 780-415-9306

Field Services - Education Technology Leadership Services

Telephone: 780-427-9042

First Nations, Métis and Inuit Education Directorate

Telephone: 780-415-9300 Fax: 780-638-3871

High School Curriculum Sector - Curriculum Division

High School Languages, Arts and Wellness

Telephone: 780-415-6166

High School Mathematics and Sciences

Telephone: 780-415-6166

High School Social Studies and Career Pathways

Telephone: 780-415-6166

PASI and Student Records

Email: studentrecords@gov.ab.ca

Student Enrolment and Marks

Telephone: 780-422-9337

Transcripts and Diplomas

Telephone: 780-427-5732

Policy and Planning Sector - Strategic Services and Governance Division

Corporate Planning

9th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-422-0870

International Education Services

Telephone: 780-427-2035

Fax: 780-644-2284

Internet: https://education.alberta.ca/international-education/program-benefits/

Legislative Services

9th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-643-0844 Fax: 780-422-5126

Policy Development and Coordination

9th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-643-0844 Fax: 780-422-5126

Provincial Assessment Sector - System Excellence Division

Telephone: 780-427-0010 Fax: 780-422-4200

Special Cases and Accommodations

Telephone: 780-492-1400 Fax: 780-492-1153

Strategic Financial Services Sector – Strategic Services and Governance Division

School Finance

8th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-427-2055 Fax: 780-427-2147

Teaching and Leadership Excellence Sector – System Excellence Division

Teacher Certification

Telephone: 780-427-2045 Fax: 780-422-4199

Other Contacts

Alberta Student Aid

Box 28000 Station Main Edmonton, Alberta T5J 4R4 Toll-free: 1-855-606-2096

Internet: http://www.studentaid.alberta.ca/

Apprenticeship and Industry Training

10th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 1-800-248-4823 Fax: 780-422-3734

Internet: http://tradesecrets.alberta.ca

Online Learning Directory

Internet: <a href="https://education.alberta.ca/online-learning/online-learning-directory/everyone/online-learning-direct

directory/

Queen's Printer Bookstore

Suite 700, Park Plaza Building

10611 - 98 Avenue

Edmonton, Alberta T5K 2P7 Telephone: 780-427-4952 Fax: 780-452-0668

Internet: http://www.qp.alberta.ca

APPENDIX 2: ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS PRIOR TO 1994–1995

| General High School Diploma | 1987–1988 | 1988–1989 | 1989–1990 through |
|---|-----------|-----------|-------------------|
| Requirements | and prior | | 1993–1994 |
| Core | | | |
| English Language Arts/Français Social Studies/Études sociales Mathematics/Mathématiques Science/Sciences Career and Life Management/Carrière et vie Physical Education/Éducation physique | 15 | 15 | 15 |
| | 10 | 15 | 15 |
| | 5 | 5 | 8 |
| | 3 | 6 | 8 |
| | - | 3 | 3 |
| | 2 | 3 | 3 |
| Additional Requirements 10 additional Grade 12-level credits in addition to any Grade 12 English Language Arts and Social Studies credits | 10* | 10 | 10 |
| Specified Credits Unspecified Credits | 45 | 57 | 62 |
| | 55 | 43 | 38 |
| Minimum Credit Requirement | 100 | 100 | 100 |

[★] Social Studies 30 or 33 could be used as five additional 30-level credits for 1987–1988 and for the prior time frame.

| Advanced High School Diploma Requirements | 1987–1988 and prior | 1988–1989 through 1991–1992 | 1991-1992 through 1993-1994 |
|---|--------------------------------|--------------------------------|--------------------------------|
| Core | | | |
| English Language Arts/Français Social Studies/Études sociales Mathematics/Mathématiques Science/Sciences Career and Life Management/Carrière et vie Physical Education/Éducation physique | 15 15 15 11 - 2 | 15 15 15 11 3 | 15 15 15 15 3 3 |
| Complementary Category C★★ | - | 10 | 10 |
| Specified Credits Unspecified Credits | 58 42 | 72 28 | 76 24 |
| Minimum Credit Requirement | 100 | 100 | 100 |

^{★★}Category C - Complementary Courses.

A Second Languages

English 10–20–30
French 10–20–30
French 10S–20S–30S
French 10N–20N–30N
French Language Arts 10–20–30
German 10–20–30
Latin 10–20–30
Latin 10–20–30
Ukrainian 10–20–30
Ukrainian 10S–20S–30S
Ukrainian Language Arts 10–20–30

B Fine Arts

Art 10-20-30 Art 11-21-31 Drama 10-20-30 Music 10-20-30 Music 11-21-31 Music 12

C Business Education

Accounting 10–20–30
Basic Business 20–30
Business Calculations 20
Business Communications 20
Business Education 10–20–30
Computer Literacy 10
Computer Processing 10–20–30
Dicta Typing 20
Law 20–30
Marketing 20–30
Office Procedures 20–30
Record Keeping 10
Shorthand 20–30
Typewriting 10–20–30
Word Processing 30

D Home Economics

Clothing and Textiles 10–20–30 Food Studies 10–20–30 Personal Living Skills 10–20–30

E Industrial Education

Auto Body 12-22-32

Automotives 22-32 Beauty Culture 12-22-32 Building Construction 12-22-32 Drafting 10-20 Drafting 12-22-32 Electricity 22-32 Electricity-Electronics 12 Electronics 22-32 Food Preparation 12-22-32 Graphic Arts 22-32 Health Services 12-22-32 Horticulture 12-22-32 Industrial Education 10-20-30 Machine Shop 12-22-32 Mechanics 12 Piping 12-22-32 **Production Science 30** Related Mechanics 22-32 Sheet Metal 12-22-32 Visual Communications 12-22-32 Welding 12-22-32

F Physical Education

Physical Education 10-20-30

[•] Students in Francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

APPENDIX 3: INTEGRATED OCCUPATIONAL PROGRAM (IOP) CERTIFICATE OF ACHIEVEMENT REQUIREMENTS PRIOR TO 2006

The Certificate of Achievement can be obtained by students who were enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement. For the Certificate of High School Achievement requirements after 2006, refer to the <u>Certificate of High School Achievement Requirements</u>.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

| Subject | Minimum Credits | Minimum Course(s) | Eligible Courses and Credits [●] |
|---|---|----------------------|--|
| English Language Arts ^❷ | 8/9 | 2/3 | Eng Lang Arts 16 (3) 26 (3) 36 (3) or Eng Lang Arts 16 (3) 26 (3) and 20-2 (5) or Eng Lang Arts 16 (3) and 20-2 (5) |
| Social Studies | 5/6 | 1/2 | Social Studies 16 (3) 26 (3) or Social Studies 13 (5) or Social Studies 16 (3) 23 (5) |
| Mathematics | 3 | 1 | Mathematics 16 (3) or Mathematics 14 (5) or Mathematics Preparation 10 (3, 5) |
| Science | 3 | 1 | Science 16 (3) or Science 14 (5) |
| Physical Education | 3 | 1 | Physical Education 10 (3, 4, 5) |
| Career and Life Management | 3 | 1 | CALM (3) |
| Core Courses | 25/27 ⑤ | | |
| Courses selected from the Occupational Clusters | 40 | 2 | Occupational courses 16 or 10-4 level – recommended minimum of 10 credits |
| AgribusinessBusiness and Office OperationsConstruction and Fabrication | | 2 | 26 or 20-4 level – recommended minimum of 20 credits |
| Creative Arts Natural Resources Personal and Public Services Tourism and Hospitality Transportation | 65/67 Specified Credits 6 13/15 Unspecified Credits 6 | 1 | 36 or 30-4 level – required minimum of 10 credits |

(continued)

- O Credits are indicated in parentheses.
- To be considered for a Certificate of Achievement, a student must successfully complete the English language arts requirements.
- Francophone students in IOP must take Français 10-4 (5), Français 20-4 (5) and Français 30-4 (5), in addition to the English language arts courses indicated above.
- See information on exemption from the CALM requirement.
- Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.
- One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program to meet the 10-credit requirements.
- Students may meet the 40-credit occupational course requirement by completing
 - · IOP occupational courses from among the clusters listed above, AND/OR
 - 40 credits in CTS courses including 10 credits in advanced-level (3000 series) courses, AND/OR
 - 40 credits in RAP including two 35-level RAP courses, AND/OR
 - 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
 - any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that
 include a minimum of 10 credits in 35-level RAP courses or 36-level occupational courses or ten advanced-level (3000
 series) CTS courses

APPENDIX 4: SAMPLE NOTICE AND STUDENT EXEMPTION FORMS: SCHOOL ACT, SECTION 50.1

NOTICE FORM UNDER SECTION 50.1 OF THE SCHOOL ACT

| Date | e: |
|-------|---|
| Dea | r Parent/Guardian: |
| You | r child is currently enrolled in a course of study or educational program that [circle one] |
| a) | includes subject matter that deals primarily and explicitly with |
| b) | uses an instructional material or exercise that includes subject matter that deals primarily and explicitly with [specify religion or human sexuality] |
| The | subject matter is contained in the following areas: |
| | ntify the theme/outcome of the course of study, educational program, or instructional material, or exercise contains the subject matter] |
| | purpose for the inclusion of this subject matter in the course of study, educational program or instructional erial, or exercise is |
| [ider | ntify the learning outcome associated with the identified subject matter] |
| | ruction involving the subject matter will be provided onecify date and time]. |
| | suant to section 50.1(2) of the School Act, you as a parent/guardian may request that your child be excluded the above-identified instruction, without academic penalty, by having your child either |
| a) | leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction; or |
| b) | remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material |
| | rder to exercise this option, you must sign and return the attached exemption form to[specify individual] on or before the date of the instruction indicated ve. If this form is not returned before that date, your child will be included in the instruction above. |
| | |
| If yo | ou would like additional information about the content of this notification, please contact |
| | [specify individual] |
| | [identify Principal/Teacher and school board] |

STUDENT EXEMPTION UNDER SECTION 50.1 OF THE SCHOOL ACT

| TO: Principal/Teacher of | [identify school], of [identify school board]. |
|--|---|
| In response to the notice provided to me by the Board of Tr [name of scho indicating that a course of study or educational program in vor exercise used in a course of study or educational program matter that deals primarily and explicitly with [name of pare] | which my child is enrolled, or an instructional material n in which my child is enrolled, includes subject |
| of the School Act, hereby request that my child, be excluded from the instruction, exercise or the use of instruction | [name of child], ructional material identified in the notice. |
| I request that my child (check relevant box) | |
| □ A) Leave the classroom or place where the instruction being used for the duration of that part of the instruction | |
| OR | |
| ☐ B) Remain in the classroom or place where the instruinstruction or use of instructional material. | ction is taking place without taking part in the |
| I confirm that I am the parent/legal guardian of | [name of child] |
| and have chosen to exercise my option to have my child exercise my option to have my option to have my child exercise my option to have my | School [name of school] on the dates indicated in the his form is returned to the school principal/teacher |
| The child to whom this exemption notice applies is: Grade: | [name of child] |
| | |
| Parent/Legal Guardian | Date |
| Independent Student | Date |

GUIDE TO EDUCATION ECS TO GRADE 12

2017-2018



Guide to Education

ECS to Grade 12 2017–2018

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Guide to Education: ECS to Grade 12* is authorized in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, as amended, for use in Alberta schools.

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[Original Signed]

Deputy Minister of Education



Available in electronic format on the Alberta Education website.

The electronic version of the *Guide* includes many links. To use the links most efficiently, readers are encouraged to download and save a copy of the *Guide* to their computer.

Note: The Alberta Education website has recently undergone a major redesign and continues to be updated. Links in the *Guide* were checked for accuracy before publication but are subject to change. To report broken links, contact Alberta Education as indicated below.

For suggested changes or questions regarding content, contact the Policy Development and Coordination Branch, Alberta Education, at 780–643–0844 or email EDC.PolicyBranch@gov.ab.ca. To be connected toll-free in Alberta, dial 310–0000.

All references to the School Act are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.

The primary intended audience for the Guide is:

| Administrators | 1 |
|------------------|---|
| Counsellors | 1 |
| General Audience | |
| Parents | |
| Students | |
| Teachers | 1 |

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The education of our students is fundamental to shaping a preferred provincial, national and global future. It is also essential in maintaining Alberta's standard of living and ensuring our global competitiveness. Our education system must simultaneously prepare the citizens of tomorrow while equipping our students with the knowledge and skills they need to be successful in a rapidly changing economy and society.

Alberta Education's <u>business plan</u> describes directions that will help our young people get the education they need. The outcomes, key strategies and performance measures in the plan reflect Alberta Education's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements to meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial high school completion requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship and have the skills and attitudes to pursue learning throughout their lives.

The *Guide* is developed by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It is consistent with the objectives and underlying principles of the <u>School Act</u> and contains key requirements and other information for the implementation of education programming and the operation of schools.

Purposes of the Guide

The Guide serves the following purposes:

- to support Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level
- to provide information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- to communicate information useful in organizing and operating Alberta schools to meet the needs of children/students
- to serve as the key policy repository for the ministry.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in their communities. The Program Foundations section of the Guide describes Kindergarten to Grade 12 education in Alberta and outlines the learning outcomes for students and schools. A focus on students is integral to all school programming and reflects the emphasis of the School Act.

Definitions

The terms "board" and "school" in this document are in accordance with the definitions used in the <u>School Act</u>. In the <u>Guide</u>, the term "school jurisdiction" refers to an Alberta public or separate school division, Francophone Regional authority, or charter school. The term "school authority" includes school jurisdictions, accredited-funded private schools and private early childhood services (ECS) operators.

Document Availability

The Guide is available on the Alberta Education website.

The French version of the *Guide to Education: ECS to Grade 12*, entitled *Guide de l'éducation: Préscolaire à 12^e année*, can also be accessed on the Alberta Education website.

Current versions of the complete statutes and regulations can be accessed via the Queen's Printer website.

Provincial Approach to Student Information (PASI)

The Provincial Approach to Student Information (PASI) is a multi-year initiative with the objective of developing and delivering a repository of student information, shareable in a real-time and online environment, among all Alberta schools, school authorities and Alberta Education. Schools and school authorities may use PASIprep directly to submit information or they may use their local school information system that is integrated with PASI.

Alberta Student Number (ASN)

Alberta Education assigns every student a unique nine-digit Alberta Student Number (ASN). The ASN is required for students to receive services from Alberta Education.

It is the responsibility of each school to ensure that students are aware of their ASN. To assist in this awareness it is recommended that a student's ASN be incorporated into any official documentation produced by a school or school authority and be included in the official student record. Some examples of official documentation include student identification cards, report cards and progress reports.

myPass

myPass is a secure self-service website for Alberta students to

- · order high school transcripts
- view diploma examination marks
- · register to write or rewrite diploma examinations with online payment
- view and print Detailed Academic Reports (DAR)
- view progress toward a high school credential (diploma or certificate)
- view and update student personal information
- · order additional copies of an awarded credential in English or French
- · request diploma examination rescores.

Identification of Content Changes

A <u>Summary of Key Changes</u>, which identifies significant updates since the previous edition of the <u>Guide</u>, is posted on the Alberta Education website. However, readers are encouraged to familiarize themselves with the <u>Guide</u> in its entirety.

Alberta Education Mission

The ministry ensures that inclusive learning opportunities enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. Key outcomes are focused on providing policy direction, funding and assurance to the Kindergarten to Grade 12 education system so that all students are successful at learning.

Ministerial Order on Student Learning

Ministerial Order (#001/2013) School Act, Section 39(1)

This ministerial order sets the goals and standards for student learning outcomes.

WHEREAS the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society.

WHEREAS education in Alberta is based on the values of opportunity, fairness, citizenship, choice, diversity, and excellence.

WHEREAS the educational best interest of the child is the paramount consideration in making decisions about a child's education.

WHEREAS education in Alberta will be shaped by a greater emphasis on education than on the school; on the learner than on the system; on competencies than on content; on inquiry, discovery and the application of knowledge than on the dissemination of information; and on technology to support the creation and sharing of knowledge than on technology to support teaching.

WHEREAS competencies are interrelated sets of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living, are developed over time and through a set of related learner outcomes.

WHEREAS students will study subjects; learn reading, writing and mathematics; and focus more deeply on a curriculum that allows for more interdisciplinary learning through competencies that are explicit in all subjects.

WHEREAS an Engaged Thinker knows how to think critically and creatively and make discoveries through inquiry, reflection, exploration, experimentation and trial and error; is competent in the arts and sciences including languages; uses technology to learn, innovate, collaborate, communicate and discover; has developed a wide range of competencies in many areas, including gathering, analysis and evaluation of information; is familiar with multiple perspectives and disciplines and can identify problems and then find the best solutions; as a team member, integrates ideas from a variety of sources into a coherent whole and communicates these ideas to others; adapts to the many changes in society and the economy with an attitude of optimism and hope for the future; as a lifelong learner, believes there is no limit to what knowledge may be gleaned, what skills may be accumulated, and what may be achieved in cooperation with others; and always keeps growing and learning.

WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religions and languages, values diversity in all people and adapts to any situation; demonstrates respect, empathy and compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.

WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal, family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.

WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.

- 1 Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.
- 2 The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
 - (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
 - (2) strive for engagement and personal excellence in their learning journey;
 - (3) employ literacy and numeracy to construct and communicate meaning; and
 - (4) discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - (a) know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others:
 - (b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - (c) identify and solve complex problems;
 - (d) manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - (e) innovate: create, generate and apply new ideas or concepts;
 - (f) create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - (g) apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance;
 - (h) demonstrate good communication skills and the ability to work cooperatively with others:

- (i) demonstrate global and cultural understanding, considering the economy and sustainable development; and
- (j) identify and apply career and life skills through personal growth and well-being.

Programming Principles

School Act, Section 39(1)

The development of programs to meet the educational needs of students involves multiple levels of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the learning outcomes for all subject-area courses and programs. Alberta Education seeks broad input from educators, business, industry and the community in planning programs of study. Programs of study are established at the provincial level and apply to all students.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, schools, teachers and students. Programming involves a variety of processes for ensuring effective program implementation. These processes include

- identifying outcomes for learning (based on programs of study and student progress)
- · organizing for instruction (including the grade configuration of schools)
- · selecting learning activities
- · selecting learning resources
- · assessing student progress
- evaluating student progress
- providing time for learning based on student progress.

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs are responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways (e.g., by introducing enrichment activities, optional courses, alternative programs, work experience, mentoring and adjustments in instructional time).

General Principles for Effective Programming

The following principles provide a general guide for programming:

Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection of outcomes for student learning must be based on the programs of study. These outcomes should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified and exemplars are provided and communicated to all involved.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- Communication between School and Home
 Parents are the first and ongoing educators of their children. Schools should enable families to continue their
 involvement in their children's education. The linkage between school and home enables teachers and
 parents to exchange information, jointly support student learning and ensure the continuity of learning
 experiences.
- Connections across Subject Areas
 There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.
- Partnerships between School and Community
 What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.
- Consistency between Programs of Study and Assessment
 Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.
- Coordination between Schools
 When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to the programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves

- using time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits

- using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes
- using a wide variety of examples and applications of the subject matter to provide students with an
 opportunity to explore and discover areas of relevance and interest
- using a wide variety of assessment strategies to monitor student progress in all areas of the programs of study
- decision making about future programming based upon assessment of students.

Programming responds to the developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Indicators of Effective Programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to students' learning needs:

INDICATORS OF EFFECTIVE PROGRAMMING

| Characteristics | Indicators | |
|---|--|--|
| The learning needs and progress of each student are known. | Parents are aware of the learning needs and educational progress of their children. | |
| | Teachers are aware of the characteristics and learning needs of individual students. | |
| | Teachers are aware of student progress in previous years. | |
| | Teachers are aware of student progress in other program areas. | |
| | Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next. | |
| Instruction is based on the student's current level of achievement. | Students are able to successfully complete the learning activities they are assign Students show continuous growth in their learning. | |
| Connections are made between what the student already knows and what the student learns next. | Students can describe the relationship between what they are currently studying and what they have previously studied. | |
| | Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs. | |
| School learning experiences provide challenge. | Students show interest in their studies. Parents comment on student interest and achievement. | |
| | Students experience a wide range of approaches to learning. | |
| | At any given time, different students can be observed working on different tasks. Students use a variety of sources to complete their work. | |
| | Students use a variety of sources to complete their work. Students take initiative in and show responsibility for their learning. | |

Introduction

School Act, RSA 2000, c. S-3

The School Act sets out the legal parameters that govern the education of students in Alberta. This section contains extracts from the School Act that highlight the roles and responsibilities of parents, students, teachers, principals and school councils.

Extracts from the *School Act* regarding student attendance, suspension and expulsion have been included so that they may be related to the role of the parent, student, teacher and principal. References are also made to the sections of the *School Act* that highlight the importance of providing students and board staff with a welcoming, caring, respectful and safe learning environment; Bullying Awareness and Prevention Week; support for student organizations; and notice to parents.

Readers are advised to access the complete statute on the Queen's Printer website.

The Parent

School Act, Preamble and Sections 1(1)(q), 1(2), 16.2

The preamble of the *School Act* states that parents have a right and responsibility to make decisions respecting the education of their children. The definition of parent is set out in section 1 of the *School Act* and includes

- the guardian as set out in section 20 of the Family Law Act,
- the guardian appointed under Part 1, Division 5 of the <u>Child, Youth and Family Enhancement Act</u> or section 23 of the *Family Law Act* if the guardian notifies the board in writing of the guardian's appointment.
- the guardian appointed under a will or document referred to in section 22 of the Family Law Act whose appointment has taken effect, if the guardian notifies the board in writing of the guardian's appointment,
- the individual who has care and control of the student as a result of the change if the student's guardian resided in Alberta and has changed the guardian's residence so that it is outside Alberta or unknown,
- the guardian of a student appointed under a temporary or permanent guardianship order or a permanent guardianship agreement under the *Child*, *Youth and Family Enhancement Act* if the guardian notifies the board in writing of the guardian's appointment, or
- the Minister of Justice and Solicitor General if the student is in custody under the <u>Corrections Act</u>, the <u>Corrections and Conditional Release Act</u> (Canada) or the <u>Youth Criminal Justice Act</u> (Canada).

Section 16.2 of the School Act states that a parent of a student has the responsibility

- (a) to take an active role in the student's educational success, including assisting the student in complying with section 12,
- (b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.
- to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- (d) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (e) to engage in the student's school community.

The Student

School Act, Sections 1(1)(gg), 12

Section 1(1)(gg) of the School Act defines a "student" as an individual who is

- (i) enrolled in a school, or
- (ii) required under section 13 to attend school.

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others;
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means:
- (i) positively contribute to the student's school and community.

Independent Student

School Act, Section 1(1)(m)

Section 1(1)(m) of the School Act defines an "independent student" as a student who is

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
 - (A) who is living independently, or
 - (B) who is a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act.

Resident Student

School Act, Sections 1(1)(x), 4(4), 6(3), 44, 45, 273

Section 1(1)(x) of the School Act defines a "resident student" as an individual who is entitled to have access to an education program under section 8 and who is a resident student as determined under section 44.

Section 44 of the *School Act* contains the general provisions that can be used to determine whether a student is a "resident student." Section 273 of the *School Act* is used to determine a person's residence. Section 45 of the *School Act* sets out the responsibilities of boards in relation to a "resident student."

Although Francophone Education Regions and their Regional Authorities do not have "resident students," section 4(4) and section 6(3) of the *School Act* state the following:

- 4 (4) If a provision of this Act applies to a Region, a reference to a resident student in the provision as it applies to the Region is deemed to be a reference to a student enrolled in a school operated by the Regional authority, if any.
- 6 (3) If a student is the child of a Francophone and is enrolled in a school operated by a Regional authority, the student continues to be a resident student of a board of a district, of a division or, if section 44(7) applies to the student, of the Government, but section 45 does not apply to that board or the Minister, as the case may be, with respect to that student while the student is enrolled in a school operated by a Regional authority.

Student Attendance

School Act, Sections 12(b), 13, 14, 60(3)(b)

Section 13 of the School Act states that an individual who

- (a) is eligible to be enrolled in a school,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age,

shall attend school.

School jurisdictions may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13(5). Enforcing school attendance is described under section 14.

Attendance Board

School Act, Sections 13, 14, 15, 126-130

The <u>Attendance Board</u> provides a means to address and seek solutions to issues or problems regarding attendance at school. School jurisdictions and private schools may make referrals to the Attendance Board, under section 15, when a student who is required to attend school under section 13 does not attend school. Under section 126, before referring a matter to the Attendance Board, the student must be advised of the student's duty to attend school under section 13 and all reasonable efforts must be made to enforce the student's attendance at school.

Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and/or the parent to do a number of things, including

- directing the student to attend school
- directing the parent to send the student to school
- · directing the student to take a program or course
- reporting the matter to a director under the <u>Child, Youth and Family Enhancement Act</u>
- imposing a monetary penalty on the parent for each day the student does not attend school and/or
- giving any other direction that the Attendance Board considers appropriate based on the circumstances.

An order of the Attendance Board, when filed with the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen's Bench.

Suspension

School Act, Sections 1(1)(hh), 24

The School Act outlines the requirements related to the suspension of students.

Suspension is defined in the School Act by section 1(1)(hh):

"suspend" means to remove a student

- (i) from school,
- (ii) from one or more class periods, courses or education programs, or
- (iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

- 24 (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
 - (a) the student has failed to comply with section 12,
 - (b) the student has failed to comply with the code of conduct established under section 45.1(2),
 - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
 - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
 - (2) A teacher may suspend a student from one class period.
 - (3) A principal may suspend a student
 - (a) from school,
 - (b) from one or more class periods, courses or education programs, or
 - (c) from riding in a school bus.
 - (4) A principal may reinstate a student suspended under subsection (2) or (3).
 - (5) When a student is suspended under subsection (3), the principal shall
 - (a) forthwith inform the student's parent of the suspension,
 - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
 - (c) if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
 - (6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
 - (a) forthwith inform the board of the suspension, and
 - (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,

and the student remains suspended until the board has made a decision under subsection (8).

- (7) The principal may recommend that the board expel the student if
 - (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12,
 - (b) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with the code of conduct established under section 45.1(2),
 - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
 - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
- (8) The board shall within 10 school days after the date of the suspension
 - (a) reinstate the student, or
 - (b) expel the student from school in accordance with section 25.
- (9) Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

Expulsion

School Act, Sections 1(1)(j), 25

The School Act outlines requirements related to the expulsion of students. Expulsion is defined in the School Act by section 1(1)(j):

"expel" means to remove a student

- (i) from school
- (ii) from one or more courses or education programs, or
- (iii) from riding in a school bus

for a period of more than 10 school days in accordance with section 25.

Section 25 of the School Act outlines the expulsion process:

- 25 (1) On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if
 - (a) the principal has recommended that the board expel the student, and
 - (b) the student has been offered another education program by the board.
 - (2) An expulsion must be for a period of more than 10 school days.
 - (3) When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,
 - (a) of the expulsion, and
 - (b) of the right to request a review under section 124.
 - (4) The board may re-enrol a student who has been expelled.

For further clarification or information regarding the student suspension and expulsion processes, contact <u>Learner Services Branch</u>.

Review by the Minister

School Act, Section 124(1)

Section 124(1) of the *School Act* states that if a board makes a decision on an appeal to it or otherwise with respect to certain specific matters, the parent of a student affected by the decision or the student, if the student is 16 years of age or older, may request in writing that the Minister review the decision of the board.

Section 124 of the School Act states the specific matters that the Minister may review. They include

- the placement of a student in a special education program
- a matter related to an individual's entitlement under section 23 of the <u>Canadian Charter of Rights and Freedoms</u> regarding minority language education rights
- a home education program
- · the expulsion of a student
- · the amount and payment of fees and costs
- access to, or accuracy or completeness of a student record.

The Minister may also review matters related to

- a decision made by a Special Needs Tribunal (see section 48 of the School Act)
- an individual's eligibility to be enrolled in a charter school (see section 14 of the Charter Schools Regulation).

The Teacher

School Act, Sections 1(1)(ii), 18(1), 18(2)

Certification of Teachers Regulation, AR 3/1999 (School Act, s. 94)

Practice Review of Teachers Regulation, AR 11/2010 (School Act, s. 94)

Section 1(1)(ii) of the School Act defines a teacher as an individual who holds a certificate of qualification as a teacher issued under this Act.

Section 18(1) of the School Act states that a teacher, while providing instruction or supervision, must

- (a) provide instruction competently to students;
- (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- (d) encourage and foster learning in students;
- (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

Section 18(2) of the *School Act* states that at any time during the period of time that a teacher is under an obligation to the board to provide instruction or supervision or to carry out duties assigned to the teacher by a principal or the board, a teacher must, at the request of the board,

- (a) participate in curriculum development and field testing of new curriculum;
- (b) develop, field test and mark provincial achievement tests and diploma examinations;
- (c) supervise student teachers.

The Principal

School Act, Sections 1(1)(r), 20

Section 1(1)(r) of the School Act defines a principal as a teacher designated as a principal or acting principal under this Act.

Section 20 of the School Act states that a principal of a school must

- (a) provide instructional leadership in the school;
- (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
- (c) evaluate or provide for the evaluation of programs offered in the school;
- (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- (e) direct the management of the school;
- (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- (g) promote co-operation between the school and the community that it serves;
- (h) supervise the evaluation and advancement of students;
- (i) evaluate the teachers employed in the school;
- (j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

The School Council

School Act, Section 22 School Councils Regulation, AR 113/2007

Section 22 of the School Act states that

- A school council shall be established in accordance with the regulations for each school operated by a board.
- (2) The majority of the members of a school council shall be parents of students enrolled in the school.
- (3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.

- (4) A school council may, at its discretion,
 - (a) advise the principal and the board respecting any matter relating to the school,
 - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
 - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
 - (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
 - (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.
- (6) A school council may make bylaws governing its meetings and the conduct of its affairs.
- (7) Subject to the regulations, a board may develop and implement policies respecting school councils.
- (8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.
- (9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.
- (10) The Minister may make regulations
 - (a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;
 - (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
 - (c) respecting any other matter the Minister considers necessary respecting school councils;
 - (d) exempting a school or class of schools from the application of this section.

The <u>Alberta School Council Resource Manual</u> provides information on the operation of school councils and is available on the Alberta Education website.

Welcoming, Caring, Respectful and Safe Learning Environments

School Act, Sections 1(1)(b.1), 12, 16.2, 45.1

Students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Section 1(1)(b.1) of the School Act states that

"bullying" means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying also includes "the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution."

Students

Section 12 of the *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (f) respect the rights of others;
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

Parents

Section 16.2 of the School Act states that a parent of a student has the responsibility

(b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

Board responsibility

Section 45.1 of the School Act states that

- (1) A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- (2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.
- (3) A code of conduct established under subsection (2) must
 - (a) be made publicly available,
 - (b) be reviewed every year,
 - (c) be provided to all staff of the board, students of the board and parents of students of the board.
 - (d) contain the following elements:
 - a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - (ii) one or more statements that address the prohibited grounds of discrimination set out in the <u>Alberta Human Rights Act</u>;
 - (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;

(iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour,

and

- (e) be in accordance with any further requirements established by the Minister by order.
- (4) An order of the Minister under subsection (3)(e) must be made publicly available.

For more information, see <u>Safe and Caring Schools</u> on the Alberta Education website, which includes the <u>Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations</u>, <u>Gender Identities and Gender Expressions</u>.

Bullying Awareness and Prevention Week

School Act, Section 43.1

Section 43.1 of the School Act states that

- (1) The 3rd week in November in each year is Bullying Awareness and Prevention Week.
- (2) The purpose of subsection (1) is to promote awareness and understanding of bullying and its consequences in the school community.

Support for Student Organizations

School Act, Section 16.1

Section 16.1 of the School Act states that

- (1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall
 - (a) permit the establishment of the student organization or the holding of the activity at the school, and
 - (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- (2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
- (3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.
- (4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

- (5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),
 - (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
 - (b) that staff member shall be deemed to be available to serve as the staff liaison.

Religious and Patriotic Instruction

School Act, Section 50

Section 50 of the School Act states that

- (1) A board may
 - (a) prescribe religious instruction to be offered to its students;
 - (b) prescribe religious exercises for its students;
 - (c) prescribe patriotic instruction to be offered to its students;
 - (d) prescribe patriotic exercises for its students;
 - (e) permit persons other than teachers to provide religious instruction or exercises to its students.
- (2) Where a teacher or other person providing religious instruction or exercises or a teacher providing patriotic instruction or exercises receives a written request signed by a parent of a student that the student be excluded from religious instruction or exercises or patriotic instruction or exercises, or both, the teacher or other person shall, in accordance with the request of the parent, permit the student
 - (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
 - (b) to remain in the classroom or place without taking part in the instruction or exercises.

Notice to Parent

School Act, Sections 50.1, 50.2

Section 50.1 of the School Act states that

- A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.
- (2) Where a teacher or other person providing instruction, teaching a course of study or educational program or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher or other person shall in accordance with the request of the parent permit the student, without academic penalty,
 - (a) to leave the classroom or place where the instruction, course of study or educational program is taking place or the instructional materials are being used for the duration of the part of the instruction, course of study or educational program, or the use of the instructional materials, that includes the subjectmatter referred to in subsection (1), or
 - (b) to remain in the classroom or place without taking part in the instruction, course of study or educational program or using the instructional materials.

(3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course of study, educational program, instruction or exercises or in the use of instructional materials.

Complaint process

Section 50.2 of the School Act states that

- (1) If a board, teacher or other person fails to comply with section 50 or 50.1, that failure to comply is deemed to be a decision that may be appealed in accordance with section 123.
- (2) A decision of the board under section 123 with respect to an appeal relating to subsection (1) is final.

Bill 1: An Act to Reduce School Fees

Bill 1: An Act to Reduce School Fees

Bill 1: An Act to Reduce School Fees sets the framework for the management of fees and costs charged to parents by school boards in Alberta. Bill 1 amended the *School Act* to remove the authority of public, separate and Francophone school boards to charge fees for instructional supplies and materials, removed bus fees for eligible students travelling to their designated school, and authorized the Minister to create a new *School Fees and Costs Regulation*.

Children First Act

Children First Act, SA 2013, c. C-12.5

The Children First Act (CFA) supports the health, safety, education, security and well-being of children by providing collection, use and disclosure authorities in addition to those that are currently in the Freedom of Information and Protection of Privacy Act (FOIP Act) and the Health Information Act (HIA). For more information, visit the Children First Act web page.

Child, Youth and Family Enhancement Act

Child, Youth and Family Enhancement Act, RSA 2000, c. C-12

The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention. Section 4 of the *Child, Youth and Family Enhancement Act* states the following:

Reporting child in need

- 4 (1) Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a director.
 - (1.1) A referral received pursuant to section 35 of the *Youth Criminal Justice Act* (Canada) is deemed to be a report made under subsection (1).
 - (2) Subsection (1) applies notwithstanding that the information on which the belief is founded is confidential and its disclosure is prohibited under any other Act.
 - (3) This section does not apply to information that is privileged as a result of a solicitor-client relationship.
 - (4) No action lies against a person reporting pursuant to this section, including a person who reports information referred to in subsection (3), unless the reporting is done maliciously or without reasonable and probable grounds for the belief.
 - (5) Notwithstanding and in addition to any other penalty provided by this Act, if a director has reasonable and probable grounds to believe that a person has not complied with subsection (1) and that person is registered under an Act regulating a profession or occupation prescribed in the regulations, the director shall advise the appropriate governing body of that profession or occupation of the failure to comply.
 - (6) Any person who fails to comply with subsection (1) is guilty of an offence and liable to a fine of not more than \$2000 and in default of payment to imprisonment for a term of not more than 6 months.

For more information, see the <u>Duty to Report</u> section or contact <u>School and Community Supports for Children and Youth</u>.

Freedom of Information and Protection of Privacy Act

Freedom of Information and Protection of Privacy Act, RSA 2000, c. F-25

The Freedom of Information and Protection of Privacy Act (FOIP) sets out the requirements that school jurisdictions must follow to provide a right of access to records and to protect the privacy of individuals by controlling the manner in which personal information is collected, used and disclosed. For more information, visit the FOIP website.

Personal Information Protection Act

Personal Information Protection Act, SA 2003, c. P-6.5

The Personal Information Protection Act (PIPA) governs the collection, use and disclosure of personal information by private schools and private ECS operators and the right of an individual to have access to their own personal information. For more information, visit the PIPA website.

Public Health Act

Public Health Act, RSA 2000, c. P-37

The Public Health Act regulates Alberta's public health policy practices.

Provision of information by Minister of Education

- 18.2 (1) The Minister may require the Minister of Education to provide to the Minister, in the form and manner and within the time specified, the information set out in subsection (2) that is in the custody or under the control of the Department of Education, for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.
 - (2) For the purposes of subsection (1), the Minister may require the following information to be provided:
 - (a) a student's name, address, postal code, date of birth, sex, grade level and school;
 - (b) the name, address, postal code, telephone number and electronic address
 - (i) of the parent or guardian of a student other than an independent student, or
 - (ii) of an independent student;
 - (c) any other information prescribed in the regulations.

Public Interest Disclosure (Whistleblower Protection) Act

Public Interest Disclosure (Whistleblower Protection) Act, SA 2012, c. P-39.5

The *Public Interest Disclosure Act* (PIDA) facilitates the disclosure of wrongdoing and protects those who make disclosures from reprisals. The Act applies to public entities in Alberta, including public, separate, Francophone, charter and accredited-funded private school authorities. For more information, visit Alberta's <u>Public Interest Commissioner</u> website.

Remembrance Day Act

Remembrance Day Act, RSA 2000, c. R-16

The Remembrance Day Act outlines the requirements for the observance of Remembrance Day in schools.

School remembrance ceremony

- 1 (1) A board, as defined in the School Act, shall on Remembrance Day, with respect to each of its schools,
 - (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
 - (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.
 - (2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
 - (3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

Teaching Profession Act

Teaching Profession Act, RSA 2000, c. T-2

The *Teaching Profession Act* creates the <u>Alberta Teachers' Association</u> (ATA) as the teachers' professional organization in Alberta and sets out provisions governing membership and the discipline of members.

Sections 16 to 60 of the *Teaching Profession Act* outline the process for addressing complaints regarding alleged unprofessional conduct of teachers who are active members of the ATA.

The <u>Practice Review Bylaws</u>, enacted pursuant to section 8(1)(g.1) of the <u>Teaching Profession Act</u>, provide a process for addressing complaints regarding alleged incompetent teaching practices of teachers who are active members of the ATA.

Introduction

Regulations are legal requirements. The following subsections provide a synopsis of selected regulations that are relevant to the operation of schools. The regulation number and the relevant sections of the <u>School Act</u> are also noted.

All regulations are available on the Queen's Printer website.

Charter Schools Regulation

Charter Schools Regulation, AR 212/2002 School Act, Sections 31–38

This regulation addresses the establishment of charter schools and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal. For more information, see the Charter Schools section.

Early Childhood Services Regulation

Early Childhood Services Regulation, AR 31/2002 School Act, Section 30

This regulation sets out the requirements for the operation of early childhood services programs, including safety standards, programs, policies, record keeping, financial reporting and insurance. For more information, see the Early Childhood Services section.

Home Education Regulation

Home Education Regulation, AR 145/2006 School Act, Section 29

This regulation sets out the requirements for the operation of a home education program, including the requirement that the home education program be under the supervision of an associate board or an associate private school as defined in the regulation. For more information, see the <u>Home Education</u> section and the <u>Home Education Handbook</u>.

Practice Review of Teachers Regulation

Practice Review of Teachers Regulation, AR 11/2010 School Act, Section 94

This regulation provides a process for addressing complaints regarding alleged unprofessional conduct and/or the alleged incompetent teaching practices of teachers who are not active members of the ATA (teachers in private, charter and band-operated schools).

Private Schools Regulation

Private Schools Regulation, AR 190/2000 School Act, Section 28

This regulation addresses the application for registration and accreditation of private schools; the required programs for registered private schools, accredited private schools and accredited-funded private schools; the records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; three-year education plans; annual reports; required insurance; and financial reporting.

The regulation also requires private schools, among other obligations, to complete an annual operating plan (*Annual Operating Plan* form), to keep student records and to ensure student records follow the student when the student changes schools.

School Councils Regulation

<u>School Councils Regulation</u>, AR 113/2007 <u>School Act</u>, Section 22

The School Councils Regulation governs the establishment and suspension of school councils.

Section 13 of the *School Councils Regulation* identifies responsibilities of school boards in relation to school councils. This includes providing the opportunity for school councils to be involved in the development of the school's mission, vision and philosophy; policies; annual education plan and annual results report; and budget.

Additional information about the *School Councils Regulation* is available in the *Alberta School Council Resource Manual*. Also see <u>School Authority Planning Resources</u> on the Alberta Education website.

School Fees and Costs Regulation

School Fees and Costs Regulation, AR 101/2017 School Act, Sections 30, 39, 39.1

The School Fees and Costs Regulation sets out the requirements and limitations related to the fees and costs that a school board is authorized to charge parents of students. The regulation requires school boards that are charging school fees to report and submit fee schedules, create and publish fee policies, consult with parents, maintain financial statements and identify the need to charge the fees and the process to request a fee waiver or refund.

School Transportation Regulation

School Transportation Regulation, AR 102/2017 School Act, Sections 30, 39, 39.1, 51

The School Transportation Regulation replaces the Student Transportation Regulation. This regulation sets out the requirements respecting student and early childhood services transportation and limits on transportation fees. The regulation requires school boards that are charging fees to report and submit fee schedules; to create fee policies that include the maintenance of financial statements, the need to charge the fees, dispute resolution and the process to request a fee waiver or fee refund; and to publish these policies on their website.

Student Evaluation Regulation

<u>Student Evaluation Regulation, AR 177/2003</u> <u>School Act, Section 39(3)(c)</u>

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process that may include a Special Cases Committee; ministerial determination of fees; and use of evaluation results. For more information, see the Special Cases Committee section.

Student Record Regulation

Student Record Regulation, AR 225/2006 School Act, Section 23

This regulation provides guidance with respect to the information that must be managed and maintained on the student record. It addresses retention periods, procedures for the transfer of student records when students change to schools within or outside of Alberta, the disposal and destruction of records and regulation compliance. It also addresses the right of access to a record and the various instances where a board may disclose information from the student record to third parties while ensuring that the disclosure of information is in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). Private schools, which are subject to certain provisions of this regulation, are also referred to the *Personal Information Protection Act* (PIPA) for direction in addressing the disclosure of information in student records.

Introduction

The following policies, listed in alphabetical order, are mandatory; however, those responsible for implementing these policies have some flexibility in choosing the methods of implementation.

Daily Physical Activity Policy

To increase students' physical activity levels, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes a day through activities that are organized by the school. This policy is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. For more information, see the Daily Physical Activity section.

English as a Second Language Policy

To facilitate the integration of English language learners into regular school programming and to equip them with the necessary language skills and understanding of the Canadian way of life, school authorities shall provide appropriate English language instruction that meets students' needs. Such programming is critical in helping English language learners participate fully in Alberta's ECS to Grade 12 education system, complete high school and become productive and contributing members of Canadian society. For more information, see English as a Second Language (ESL) on the Alberta Education website.

Human Sexuality Education Policy

To ensure that students achieve learning outcomes prescribed by Alberta Education through the programs of study, school jurisdictions and accredited private schools in providing grades 4 to 9 Health and Life Skills, and Career and Life Management, shall ensure that the human sexuality component is offered to all students. Under section 50.1 of the *School Act*, parents must be provided with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. For more information, see Notice under Section 50.1 of the School Act.

Inclusive Education Policy

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the <u>Ministerial Order on Student Learning</u>, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

For more information, see <u>Inclusion</u> on the Alberta Education website.

Learning Commons Policy

To support students in attaining the goals and standards as stated in the <u>Ministerial Order on Student Learning</u>, school authorities must ensure that students have access to a learning commons. A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.

For more information, see the Learning Commons section.

Locally Developed Courses Policy

School authorities offering locally developed courses must adhere to the approval processes and requirements contained in the Locally Developed Courses section of the *Guide*. School authorities offering locally developed religious studies courses must ensure that course content includes a comparative study of other major world religions.

For more information, see the Locally Developed Courses section of the Guide.

Student Evaluation Policy

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for

- · accurate, fair and equitable student evaluation
- the student's right of appeal and procedures for appeal
- the role of the student and the teacher in evaluations
- the use of evaluation information for the improvement of the quality of educational programs
- timely communication of evaluation information to students, parents and school councils.

For more information, see the <u>Student Assessment: Kindergarten to Grade 9</u> and <u>Student Assessment in Senior High School</u> sections.

Teacher Growth, Supervision and Evaluation Policy

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practise consistently in keeping with the <u>Teaching Quality Standard</u>. For more information, see <u>Teacher Growth</u>, <u>Supervision and Evaluation Policy</u> on the Alberta Education website.

Use and Reporting of Results on Provincial Assessments Policy

School authorities shall analyze, interpret and report provincial grades 6 and 9 assessment results and Grade 12 diploma examination results, and use these assessment results to complement locally designed and administered student evaluation procedures that assess the quality and effectiveness of education provided to students and to improve student learning. For more information, see

- School Authority Planning and Reporting
- Achievement Testing Program General Information Bulletin
- Provincial Achievement Tests Subject Bulletins subject bulletins for each subject in which a provincial
 achievement test is administered can be found on the <u>subject-area web pages</u>
- Diploma Examinations Program General Information Bulletin
- Diploma Examinations Information Bulletins—information bulletins for each course in which a diploma examination is administered can be found on the subject-area web pages.

For information regarding Grade 3 provincial assessments, visit the Student Learning Assessments web page.

Introduction

The following standards specify compulsory acceptable levels of educational program delivery.

Ministerial Order on Student Learning

Ministerial Order (#001/2013)

This ministerial order sets the goals and standards for student learning outcomes. See the <u>Program Foundations</u> section.

Standards for the Provision of Early Childhood Special Education

<u>Standards for the Provision of Early Childhood Special Education</u> outlines the requirements for school authorities regarding the delivery of high quality special education programming to children who are eligible for Alberta Education funding. For more information, see the <u>Early Childhood Services</u> section.

Standards for Special Education, Amended June 2004

Ministerial Order (#015/2004)

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. <u>Standards for Special Education</u>, <u>Amended June 2004</u> contains these requirements. For more information, see <u>Diverse Learning Needs</u>.

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta Ministerial Order (#016/97)

This ministerial order applies to teacher certification, professional development, supervision and evaluation, and is supported by descriptions of selected knowledge, skills and attributes (KSAs) appropriate to teachers at different stages of their careers.

REQUIREMENTS IN OTHER ALBERTA EDUCATION DOCUMENTS

Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools. See the <u>Alberta Education</u> website for all documents referenced in this section.

Alberta Education Business Plan

The <u>Alberta Education Business Plan</u> identifies outcomes, key strategies and performance measures for improving the provincial education system.

Alberta Programs of Study

The Alberta <u>programs of study</u> are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

Funding Manual for School Authorities

The *Funding Manual for School Authorities* defines the terms and criteria under which a school jurisdiction, accredited-funded private school or private ECS operator may obtain funding.

Policy and Requirements for Education Planning and Results Reporting

Section 10(2) of the <u>Fiscal Planning and Transparency Act</u> requires accountable organizations under the jurisdiction of government ministries, including school boards, to prepare business plans and annual reports for each fiscal year in the form, at a time and containing the information acceptable to the Minister.

Section 13(1) of the <u>School Councils Regulation</u> requires school boards to provide the school council with the opportunity to provide advice on the development of the school's mission, vision and philosophy; annual education plan; annual results report; and budget. Section 13(2) requires school boards to provide the school council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures. These requirements are incorporated into the <u>Policy and Requirements for School Board Planning and Results Reporting</u> and the <u>Policy and Requirements for Charter School Planning and Results Reporting</u>.

These planning and results reporting documents provide guidance on the legislative authority and requirements for school jurisdictions and accredited-funded private schools (see <u>Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting</u>) in preparing, updating and reporting on their three-year education plans. The planning and results reporting documents also contain the <u>School Authority Accountability Policy</u>. Guidelines and advice to assist school authorities with planning and reporting are contained in a separate document: <u>School Authority Planning and Reporting: Reference Guide</u> (see Planning Cycle).

Programs of Study

School Act, Section 39(1)

Alberta Education develops programs of study in both English and French. The <u>programs of study</u> are prescribed by the Minister pursuant to section 39(1) of the *School Act*.

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
 - General Outcomes
 - Specific Outcomes.

See the Alberta Education website for all programs of study.

Inclusive Education

<u>Inclusion</u> is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences, and promotes genuine equality of opportunities for all learners in Alberta.

Every learner has unique needs. Some learners have profound and ongoing needs; others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments.

An inclusive education system that responds to the needs of all learners addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.

Alberta Education has produced a number of resources that include information and strategies for addressing the <u>diverse learning needs of children and students</u> and that support the implementation of the <u>Inclusive Education Policy</u>.

Supports and Services for Children

School Act, Section 30
Early Childhood Services Regulation, AR 31/2002
Standards for the Provision of Early Childhood Special Education

Alberta Education supports the education of children with special needs. Section 30(1) of the *School Act* states that a board or, with the approval of the Minister, a person may provide an early childhood services program. A program may be provided to a child who, as of September 1, is younger than 6 years of age, if the parent of the child requests it.

A child attending an early childhood services (ECS) program is not considered a resident of the board, or entitled to any of the rights or benefits given to a student under the Act.

Standards for the Provision of Early Childhood Special Education outlines school authority program delivery requirements and expectations that support Alberta Education's objective of providing consistent direction while supporting flexibility and discretion at the local school authority level.

As per the <u>Funding Manual for School Authorities</u> (Section 1.1), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with special needs. This programming

- is based on an <u>individualized program plan</u> (IPP); all children with special needs, including children who are gifted and talented, require IPPs
- provides parents with opportunities to participate in decisions affecting their children's education
- may be provided in a variety of settings
- · is based on the results of continuous assessment and evaluation
- provides for programming that is individually and developmentally appropriate
- includes a collaborative approach to ensure coordinated service delivery when other agencies and service providers are involved.

Alberta Education has developed a set of <u>Early Childhood Services Fact Sheets</u>. For more information, contact <u>School Accreditation and Standards</u>.

Supports and Services for Students

<u>School Act</u>, Sections 16.2, 45, 47 <u>Ministerial Order (#015/2004) – Standards for Special Education, Amended June 2004</u> <u>Ministerial Order on Student Learning (#001/2013)</u>

Alberta Education supports the education of students with special needs. Sections 45 and 47 of the *School Act* outline board responsibilities related to students, including the obligations to provide to each student enrolled in a school operated by the board an education program that will give the student the opportunity to meet the standards of education set by the Minister. School boards are responsible for assessing the learning needs of students and identifying appropriate strategies and supports. Parents have a right and responsibility to work with boards to ensure their children's needs are met subject to limitations based upon reasonableness in each circumstance.

Standards for Special Education, Amended June 2004 is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

In order to meet the needs of students, programming

- is based on an individualized program plan (IPP) or instructional support plan (ISP); all students with special needs, including students who are gifted and talented, require IPPs/ISPs
- may be provided in a variety of settings
- is based on information gathered, including the results of ongoing assessment, observation and evaluation
- provides access to an educational program that is relevant, meaningful and age-appropriate, using the programs of study as a starting point of instruction.

Students with special needs taking courses for credit are expected to meet course requirements using the supports outlined in their IPPs/ISPs.

For more information, contact School Accreditation and Standards.

Francophone Education

School Act, Section 10

Alberta Education recognizes that English and French are the official languages of Canada. Canadian citizens belonging to the Francophone minority in Alberta have the right to have their children educated in Francophone schools according to section 23 of the <u>Canadian Charter of Rights and Freedoms</u> and section 10 of the <u>School Act</u>.

Section 23 right holders may exercise their rights under the *Canadian Charter of Rights and Freedoms* by enrolling their children in a Francophone school operated by a Francophone Regional authority.

To support the education of children and students eligible for Francophone education, the Francophone school provides appropriate programming that reflects the pillars of Francophone education: language, identity, culture and community integration. Francophone Regional authorities should consult <u>Affirming Francophone Education</u>: <u>Foundations and Directions</u>, <u>A Framework for French First Language Education in Alberta</u>, available on the Alberta Education website.

Francisation (Francophone)

Francisation programming is composed of program planning and instructional supports to eligible children and students registered in a Francophone education program offered by Francophone Regional authorities, to assist children and students in developing the French language proficiency that will allow them to fully integrate socially, academically, culturally and at the community level as Francophones and in Canadian society in general.

Alberta Education's Seuils repères pour la francisation, de la prématernelle à la 12^e année (ECS to Grade 12 Francisation benchmarks) and other supports found in the digital resource <u>La francisation: l'affaire de tout le monde</u> have been developed in collaboration with Francophone Regional authorities to guide Francisation programming and support early learning educators and teachers in assessing and reporting progress of Francophone students with Francisation needs.

Refer to the Funding Manual for School Authorities for information on Francisation coding and funding.

For more information, see <u>Francisation</u> on the Alberta Education website or contact <u>French Language Education</u> <u>Services</u>.

Curriculum Implementation, Kindergarten to Grade 12

Provincial implementation dates for new programs of study are not yet determined. Dates will be determined in consultation with education partners based on readiness and supports for implementation. For more information, see Curriculum Development on the Alberta Education website.

Learning and Teaching Resources

School Act, Section 39(1)

Pursuant to section 39(1) of the School Act, the Minister may authorize instructional materials for use in schools.

A <u>database</u> of all authorized learning and teaching resources is available on LearnAlberta.ca. Some authorized learning and teaching resources and provincial resource subscriptions are also available digitally from <u>LearnAlberta.ca</u>.

First Nations, Métis and Inuit Education

Alberta Education supports First Nations, Métis and Inuit student success with a number of key strategies, including establishing collaborative partnerships with First Nations and Métis leadership and communities; building relationships and engagement with First Nations, Métis and Inuit parents and families; developing culturally relevant learning resources and program supports; increasing the number of First Nations, Métis and Inuit professionals in the education workforce; and providing professional learning in First Nations, Métis and Inuit education to ensure that all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools. The First Nations, Métis and Inuit Education Policy Framework provides the basis for the implementation of student-focused strategies that increase all Albertans' understanding of First Nations, Métis and Inuit cultures, peoples and histories. Information about First Nations, Métis and Inuit education, the First Nations, Métis and Inuit collaborative framework approach, the Memorandum of Understanding for First Nations Education in Alberta and other initiatives and resources is available on the Alberta Education website. For additional information, contact the First Nations, Métis and Inuit Education Division.

Schools are encouraged to use learning resources that increase and strengthen Albertans' knowledge and understanding of First Nations, Métis and Inuit cultures, worldviews and histories; treaty and Aboriginal rights; the legacy of residential schools; and First Nations, Métis and Inuit lands and governance. In collaboration with First Nations, Métis and Inuit Elders, knowledge keepers and educators, Alberta Education includes and reflects First Nations, Métis and Inuit perspectives and experiences in Alberta curriculum for all students. Alberta Education worked in partnership with First Nations, Métis and Inuit educators and Elders to develop the Aboriginal Studies 10–20–30 Program of Studies. Alberta Education also published resources such as Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum, Aboriginal Studies videos, Promising Practices in First Nations, Métis and Inuit Education: Case Studies and Our Words, Our Ways to assist teachers and schools in improving education outcomes for First Nations, Métis and Inuit students. For further information, see Education for Reconciliation pertaining to First Nations, Métis and Inuit education.

School authorities are required to include an Aboriginal self-identity question on student registration forms. The required wording for this question is listed in <u>Aboriginal Student Self-identification Information for School Authorities</u>. This document also provides advice about how schools should submit this information to Alberta Education. The data obtained under this initiative allows the ministry to monitor and report on education outcomes, such as achievement levels for First Nations, Métis and Inuit students, and to allocate differential First Nations, Métis and Inuit funding to school authorities.

Closing the achievement gap in the education system between First Nations, Métis and Inuit students and other students in Alberta is a priority for the province. First Nations, Métis and Inuit students will be supported by an education system that meets their programming and learning needs. Students will be engaged in relevant and meaningful learning experiences from Kindergarten to Grade 12.

Differential funding, based on the number of self-identified First Nations, Métis and Inuit students, is provided to assist school authorities in meeting local needs. For further information on funding for First Nations, Métis and Inuit students, see the *Funding Manual for School Authorities*.

School authorities intending to offer <u>First Nations</u>, <u>Métis or Inuit languages programs</u> may choose from Alberta Education programs of study, such as Blackfoot or Cree language and culture programs, or they may use <u>locally developed courses</u> in First Nations, Métis and Inuit languages such as Nakota/Nakoda or others.

Adult Programming in the K-12 Education System

Boards are required to concentrate their educational programming on students who are six years of age or older and younger than 19 years of age, as of September 1. Any and all adult programs offered by a board are subject to the following conditions:

- No public, post-secondary institutions offer similar programs within the board's jurisdiction.
- No courses, programs or vocational training for adults are offered to students residing outside the province of Alberta.
- All adult programs are offered on a cost-recovery basis using full-cost accounting.
- Any adult programs are delivered through separate organizational units that include the maintenance of separate records and accountability information.
- All records and accountability information are available on demand for inspection by Alberta Education.
- Any adult vocational training is licensed through the <u>Private Vocational Training Act</u>.
- No board under the <u>School Act</u> may use the term "college" in connection with its educational or other activities.
- No funding provided to support ECS to Grade 12 programs is diverted to support any courses, programs or vocational training for adults.

The following definitions apply to the requirements for adult programming:

- "Adult" means an individual who on September 1 of the current school year is 19 years of age or older.
- "Adult program" means a set of courses offered to adults that may lead to a post-secondary credential such as, but not limited to, a diploma or certificate.
- "Adult vocational training" means a program of instruction provided to adults in a vocation.
- "Vocation" means a particular occupation, business, profession or calling.
- "Jurisdiction" means the geographical area in the province where education services are delivered by, and resident students are governed by, an operating school board.
- "Separate organizational unit" means an entity for program delivery for which there is a separate program code through which all expenses and revenues for the program are tracked.
- "Full-cost accounting" means a model that provides details on all the costs associated with producing a product or service.

Early Childhood Services

School Act, Section 30
Early Childhood Services Regulation, AR 31/2002

Early Childhood Services (ECS) refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. Kindergarten is part of the ECS continuum of programs and refers specifically to the education program for children in the year prior to Grade 1.

In ECS programs, young children participate as active learners within developmentally appropriate learning experiences and develop knowledge, skills and attitudes that lay the foundation for subsequent learning.

ECS programs may be offered in accordance with section 30 of the *School Act*. As per the *Funding Manual for School Authorities* (Section 1.1), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with special needs.

Kindergarten

Kindergarten, as part of ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the learner expectations outlined in the <u>Kindergarten Program Statement</u>, the <u>Programme d'éducation pour la maternelle – Français langue première</u> or the <u>Programme d'éducation pour la maternelle – Immersion</u>.

The guiding principles within the Kindergarten Program Statement (English and French versions) are the basis of all ECS programs. Additionally, these program statements describe the learning that is foundational for future learning and development.

Access to Minimum Hours of Instruction: Early Childhood Services

As per the *Funding Manual for School Authorities*, ECS operators shall provide access to a minimum of 475 hours of instructional program activities for each child during a school year.

For individual children, modification to these hours based on the child's developmental level and educational needs is possible and should be recorded in the child's <u>individualized program plan</u>.

Definition of Instruction: Early Childhood Services

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study and/or individualized program plans through

- face-to-face interaction with children for the purpose of teaching and assessing children's achievement of outcomes, and/or
- interaction with children who are engaged in classroom learning in a Kindergarten, preschool, playschool, daycare or child-care setting, and/or family-oriented programming sessions.

Instructional Time: Early Childhood Services

Instructional time includes time scheduled for the purposes of instruction and other activities for children where direct child-teacher interaction and supervision are maintained.

A school may use a maximum of 35 hours of instructional time for activities such as

- visits to the child's home
- staggered entry
- small group days
- demonstration of child learning in child-parent-teacher conferences (child must be in attendance)

that promote the transition of children from home to school and encourage communication and relationship building.

Instructional time does not include

- · teacher convention days
- · professional development days
- · teacher planning days
- · staff meetings
- · statutory and school authority-declared holidays
- · lunch breaks
- recesses
- · time taken for the registration of children.

Program Option for Remote Areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. The ECS home program must be planned, delivered and evaluated by an Alberta certificated teacher, and must be composed of at least 22 visits to the home of one and a half hours or longer per visit.

For additional information, see the Funding Manual for School Authorities.

For individual children with disabilities who live in a remote area, the ECS operator should contact <u>School Accreditation and Standards</u> to discuss program options.

Grade 1 to Grade 9

Access to Minimum Hours of Instruction: Grade 1 to Grade 9

School Act, Section 39(1)(c)

To ensure equitable access for Grade 1 to Grade 9 students, a minimum number of instructional hours is specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act* and as per the *Funding Manual for School Authorities*, and to allow for a balanced program that leads to the student learning outcomes outlined in the *Ministerial Order on Student Learning*, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

Note: For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

These visits support the transition from home to school, including meeting the parents/guardians and providing orientation about the program or follow-up on the child's progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of hours of instruction.

Definition of Instruction: Grade 1 to Grade 9

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study and/or individualized program plans through

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance education, and/or
- · supervision of student workplace learning.

Instructional Time: Grade 1 to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include

- teacher convention days
- professional development days
- parent-teacher interview days
- · teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- · breaks between classes
- recesses
- · time taken for the registration of students
- · extracurricular activities.

Organization of Instructional Time

The following requirements and considerations apply to the organization of instructional time:

- In accordance with section 39(1)(c) of the School Act and as per the <u>Funding Manual for School Authorities</u>, all students must be provided access to a minimum number of hours of instruction. See <u>Access to Minimum Hours of Instruction</u>: Early Childhood Services and <u>Access to Minimum Hours of Instruction</u>: Grade 1 to Grade 9 in this section.
- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a school authority matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students.
- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

Information and Communication Technology

The Information and Communication Technology (ICT) Program of Studies identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12 to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas.

Daily Physical Activity (Grade 1 to Grade 9)

The goal of daily physical activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. <u>Daily Physical Activity:</u> <u>A Handbook for Grades 1–9 Schools</u> supports the implementation of DPA. For more information, see the <u>Daily Physical Activity Policy</u>.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of healthy lifestyles and a lifelong habit of daily physical activity.

School authorities are to monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily. Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to principal by a medical practitioner indicating activities in which the student is not able to participate.

Daily physical activities should vary in form and intensity and take into account each student's ability. Teachers should consider resources available within the school and the larger community to allow for student choice.

School authorities have the flexibility to use instructional and/or non-instructional hours to implement DPA.

- Physical education classes are an appropriate strategy to meet the DPA requirement.
- DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day (e.g., two 15-minute blocks of time for a total of 30 minutes).
- DPA can be incorporated throughout the day and integrated into other subject areas.

<u>Safety Guidelines for Physical Activity in Alberta Schools</u> has been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school programs.

English as a Second Language

Students who are English language learners may require English as a second language (ESL) program planning and instructional supports to achieve grade-level expectations and reach their full potential. For information on coding and funding for students who are English language learners, refer to the <u>Funding Manual for School</u> <u>Authorities</u>.

Kindergarten to Grade 9 schools with students who are English language learners should refer to the <u>English as</u> a <u>Second Language Kindergarten to Grade 9 Guide to Implementation</u> and <u>Working with Young Children Who</u> <u>Are Learning English as a New Language</u>.

The Alberta K–12 ESL Proficiency Benchmarks, located on the <u>Supporting English Language Learners</u> web page, have been developed to guide ESL programming and to support teachers in assessing and reporting the progress of English language learners.

For more information, see English as a Second Language on the Alberta Education website or contact the Programs of Study and Resources Sector – Mathematics, Arts and Communication.

Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

PERCENTAGE OF TIME ALLOCATIONS RECOMMENDED GRADE 1 AND GRADE 2

| Subject Areas | English Language Programming Percentage | Francophone/ French Immersion Programming Percentage | | | | |
|--|---|--|--|--|--|--|
| English Language Arts | 30% | {30%} | | | | |
| French Language Arts /Français | 0% | [30%] | | | | |
| Mathematics | 15% | 15% | | | | |
| Science | 10% | 10% | | | | |
| Social Studies | 10% | 10% | | | | |
| Art and Music | 10% | 10% | | | | |
| Health and Life Skills and Physical Education | 10% | 10% | | | | |

| Time for other subjects (e.g., second | | |
|---|-----|-----|
| languages, [€] drama, religious instruction) | 15% | 15% |

- French language arts is taught in alternative French language programs (including French immersion).
- Français is taught in Francophone schools.
- The recommended time is 10% for schools that implement provincial programs of study for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

GRADE 3 THROUGH GRADE 6

| Subject Areas | English Language Programming Percentage | Francophone/ French Immersion Programming Percentage |
|--|---|--|
| English Language Arts | 25% | {35%} |
| French Language Arts /Français | 0% | {35%} |
| Mathematics | 15% | 15% |
| Science | 15% | 10% |
| Social Studies | 10% | 10% |
| Art and Music | 10% | 10% |
| Health and Life Skills and Physical Education | 10% | 10% |

| Time for other subjects (e.g., second | | |
|---|-----|-----|
| languages, ³ drama, religious instruction) | 15% | 10% |

- French language arts is taught in alternative French language programs (including French immersion).
- Prançais is taught in Francophone schools.
- The recommended time is 10% for schools that implement provincial programs of study for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Elementary Program Optional Subjects

School Act, Section 60(2)(a)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed at the local level, as per section 60(2)(a) of the *School Act*. The following are optional subjects for which learning outcomes have been developed at the provincial level:

- Career and Technology Foundations (CTF)
- Drama (English program only)
- First Nations, Métis and Inuit languages programs (see the chart below for additional information)
- French as a second language (for more information, see the <u>Language Programs/Course Sequences/Courses</u> section)
- International languages programs (see the chart below for additional information).

FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROGRAMS AVAILABLE IN ELEMENTARY GRADES

| | Blackfoot | Cree | Chinese | German | Italian | Japanese | Punjabi | Spanish | Ukrainian |
|---|-----------|------|---------|--------|---------|----------|---------|---------|-----------|
| Bilingual Programming: Language Arts School authorities determine other subject areas to be delivered in the language of choice and determine instructional time. | 7 1 7 7 | | x | x | | | | x | X |
| Language and Culture programs of study available: Kindergarten to Grade 6 of a Twelve-year Language and Culture (12Y) program | х | х | | | х | | | | |
| Grades 4–6 of a Nine-year Language and Culture (9Y) program | | х | х | х | | х | х | х | х |

For further information on language programming, refer to the <u>School Administrator's Guide to Implementing Language Programming</u>.

Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the *Ministerial Order on Student Learning*.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

RECOMMENDED TIME ALLOTMENTS FOR REQUIRED SUBJECT AREAS JUNIOR HIGH SCHOOL PROGRAM

| Subject Areas | English Language Programming (hours per year) | Francophone/ French Immersion Programming (hours per year) | | |
|---|---|--|--|--|
| English Language Arts | 150 | {250} | | |
| Français or French Language Arts | 0 | {250} | | |
| Mathematics | 100 | 100 | | |
| Science | 100 | 100 | | |
| Social Studies | 100 | 100 | | |
| Physical Education | 75 | 75 | | |
| Health and Life Skills | 50 | 50 | | |
| Second Languages [€] and Optional Courses [€] | (time may vary) | (time may vary) | | |
| Total hours of instruction: | 950 hours | 950 hours | | |

- Français is taught in Francophone schools.
- French language arts is taught in alternative French language programs (including French immersion).
- The recommended time allocation is 95 hours for schools that implement provincial programs of study for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.
- Programs of study for Fine Arts are designed as 75-hour courses at each level.

Note: Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Recommended Time Allotments for Instruction in a Language Other than English or French

School Act, Section 11

For schools offering instruction in a language other than English or French, the junior high school time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

Junior High Optional Courses

Schools shall offer two provincially or locally authorized optional courses. Where instruction is offered in a language other than English, only one other optional course is required.

Optional courses help students achieve the outcomes outlined in the <u>Program Foundations</u> section. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, as well as provide learning opportunities in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional Courses

The optional courses are categorized as follows:

Career and Technology Foundations (CTF) / Career and Technology Studies (CTS)

Environmental and Outdoor Education

Ethics

• This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine Arts

- Art
- Drama
- Music
 - Choral
 - General
 - Instrumental

First Nations, Métis and Inuit Languages

Provincial programs for <u>First Nations</u>, <u>Métis and Inuit languages</u> are outlined in the chart below.

French as a Second Language

For more information, see <u>Language Programs/Course Sequences/Courses</u>.

International Languages

- Provincial programs of study are available for bilingual as well as language and culture programming.
- Provincial programs for international languages available at the junior high school level are outlined in the chart below.

Locally Developed Courses

• For more information, see Locally Developed Junior and Senior High School Courses.

Religious Studies

 Religious studies may be offered at the discretion of the local school board under section 50 of the <u>School Act</u>.

FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROGRAMS AVAILABLE IN GRADES 7-9

| AVAILAB | | | | | | | | | |
|---|-----------|------|---------|--------|---------|----------|---------|---------|-----------|
| | Blackfoot | Cree | Chinese | German | Italian | Japanese | Punjabi | Spanish | Ukrainian |
| Bilingual Programming: Language Arts School authorities determine other subject areas to be delivered in the language of choice and determine instructional time. | | | х | x | | | | x | x |
| Language and Culture programs of study available: Twelve-year Language and Culture (12Y) program (Grades K-12) | х | x | | | х | | | | |
| Nine-year Language and Culture (9Y) program (Grades 4–12) | | х | x | х | | х | х | х | х |
| Six-year Language and Culture (6Y) program (Grades 7–12) | | х | х | х | х | х | | х | х |

For further information on language programming, refer to the <u>School Administrator's Guide to Implementing Language Programming</u>.

Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distance learning courses. Principals should ensure that students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.

Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs while they are still in junior high school. Certain courses are required for an Alberta High School Diploma or a Certificate of High School Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the prerequisites to avoid possible difficulties in the later senior high school years. Also see Student Information Needs under Senior High School in the Program Planning section.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. In Grade 10, students will take either Mathematics 10C or 10-3, with the 10C course leading to either the -1 or -2 course sequence. The -1 course sequence (20-1, 30-1) is designed for students whose post-secondary studies may require the study of calculus. The -2 course sequence (20-2, 30-2) is designed for students whose post-secondary studies do not require the study of calculus. The -3 course sequence (10-3, 20-3, 30-3) is designed for students pursuing apprenticeship programs or for those directly entering into the workforce. For students who meet the criteria, the Knowledge and Employability Mathematics 10-4 and 20-4 courses are also available. Also see Assisting in Student Planning under Senior High School in the Program Planning section.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the specific requirements for high school completion.

Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about planning for careers, see the Alberta Learning Information Service (ALIS) website.

Grade 10 to Grade 12

Access to Minimum Hours of Instruction: Grade 10 to Grade 12

School Act, Section 39(1)(c)

In accordance with section 39(1)(c) of the *School Act* and as per the *Funding Manual for School Authorities*, schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

Access to instruction means

- Alberta certificated teachers are assigned to deliver or supervise the instruction
- the instruction and evaluation of performance are based on the outcomes in an approved program of studies
- · there are designated times when teachers are available to students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Definition of Instruction: Grade 10 to Grade 12

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or individualized program plans/instructional support plans through

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance learning, and/or
- supervision of student workplace learning.

Instructional Time: Grade 10 to Grade 12

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include

- · teacher convention days
- · professional development days
- parent-teacher interview days
- · teacher planning days
- · staff meetings
- · statutory and school authority-declared holidays
- lunch breaks
- · breaks between classes
- · supervised study halls
- time taken for the registration of students
- · extracurricular activities
- graduation/commencement rehearsals and ceremonies.

School Organization

School authorities are to develop methods of school organization and instructional delivery that best meet the needs and interests of individual students.

If a course is delivered in a face-to-face, classroom-based setting, the course must be timetabled for both students and teachers for 25 hours per credit. A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve the credit. However, it also is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others may require more time.

There are various program options for schools to respond to student learning needs. Whatever method(s) of programming students and/or parents choose, the teacher is responsible for the planning and implementation of instruction, as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study. The school authority is responsible for ensuring that teachers are meeting the requirements of the Teaching Quality Standard through the Teacher Growth, Supervision and Evaluation Policy.

Programming can be provided

- · in a classroom setting
- · in an online setting
- · in an outreach setting
- · at a distance

or any combination thereof.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the outcomes of the courses they have chosen and be evaluated on that basis.

Instructional services must be timetabled for both students and teachers and must ensure that students have access to at least 25 hours of instruction per high school credit. The exceptions to this requirement are given below.

- All 3-credit courses require a minimum of 62.5 hours of instruction for each course.
- Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure
 that students meet all of the outcomes of each 1-credit course.
- Summer break, evening (6 p.m. or later) and weekend programs for senior high school students may be
 offered by boards, accredited private schools and other accredited high schools; e.g., private and public
 colleges. The program requirements noted in the *Guide* apply to all schools offering senior high school
 summer, evening and weekend programs for credit, except that, for these programs, instructional time
 may vary (access to instruction of at least 16 hours per credit must be provided).
- Schools participating in Moving Forward with High School Redesign are exempted from the 25 hours of
 instruction per high school credit requirement, which allows schools to have increased flexibility in addressing
 student needs. For more information about Moving Forward with High School Redesign, visit <u>Alberta's High</u>
 <u>School Completion Strategic Framework</u> web page or email <u>EDC.highschoolcompletion@gov.ab.ca</u>.

Note: Work Experience 15, 25 and 35; Special Projects 10, 20 and 30; Registered Apprenticeship Program courses; and Green Certificate Program courses must always be offered at 25 hours per credit and there are no exceptions to this regardless of when the course is offered.

For detailed Credit Enrolment Unit (CEU) funding information, see the Funding Manual for School Authorities.

Assisting in Student Planning

Certain courses are mandatory to meet <u>Alberta High School Diploma</u> and <u>Certificate of High School Achievement</u> requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the prerequisites.

For example, a student must successfully complete a Social Studies course at the 30 level (30-1 or 30-2) to qualify for an Alberta High School Diploma. A Grade 9 student wishing to obtain an Alberta High School Diploma should enrol in Social Studies 10-1 or 10-2 to ensure completion of the necessary courses by the end of Grade 12. For more information, see <u>Transfer Points (Recommended) and Course Sequences for Senior High School</u>.

Programming for Application and Transfer of Learning

To enhance student learning, senior high school programming and course timetabling should provide students with opportunities to transfer their learning to other areas. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course timetabling to capitalize on opportunities for connections within and across subjects that strengthen student learning. All senior high school courses offered to students must be appropriately timetabled, taught, assessed and reported to Alberta Education.

Focused, Articulated Programming

School authorities are encouraged to work in cooperation with local post-secondary institutions and employers to develop high school programming that is articulated with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming combines a selection of interrelated CTS courses with related courses and off-campus learning.

For more information, contact the Programs of Study and Resources Sector - Citizenship and Career Pathways.

Student Information Needs

Students need information on a number of topics to plan their senior high school programs.

- Students should be given assistance in planning their senior high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.
- When providing assistance with program planning, schools should ensure that students keep in mind the diploma and certificate requirements.
- In addition to diploma and certificate requirements, a student's choice of subjects in senior high school
 may be governed by requirements adopted by the school authority that has jurisdiction over the student,
 provided that these requirements do not contravene the provisions in the Guide.
- In providing assistance to students planning their programs, care should be taken to ensure that such
 programs enable each student to attain the aim of either meeting entry requirements for post-secondary
 programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. For more
 information, see Focused, Articulated Programming above.

- Subject to the approval of the principal, students under age 16 may take distance learning courses. These
 are offered through a number of school authorities in the province. Students aged 16 or over do not require
 approval of the principal to take distance learning courses. For more information about distance learning
 courses, see the Program Administration and Delivery section.
- Students should be made aware of programs that are available to meet their individual needs or the needs
 of their community.
- Students eligible under section 10 of the <u>School Act</u> have the opportunity to complete all of their core and optional coursework in French, with the exception of English language arts requirements.

Also see Planning in Junior High for Senior High School Programs in the ECS to Grade 9 section.

Scholarships

All students should be made aware of the requirements for the <u>Alexander Rutherford High School Achievement Scholarship</u>.

Students should also be made aware of the Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS) Scholarships.

For more information, see Alberta Scholarship Programs.

General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta High School Diploma or Certificate of High School Achievement does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the <u>Alberta Learning Information Service (ALIS)</u> website.

For information on planning high school occupational and Career and Technology Studies programs that are articulated with Apprenticeship and Industry Training programs, see <u>Apprenticeship Articulation</u> under Career and Technology Studies in the Courses and Programs section as well as the <u>Diploma and Certificate</u> <u>Requirements</u> section.

Mark Submission

Unless otherwise indicated, marks are to be submitted to Alberta Education in percentages. All marks are to be submitted into PASI.

Introduction

This section provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary (Kindergarten to Grade 6) and for junior high school (Grade 7 to Grade 9).

Career and Life Management (CALM)

<u>Career and Life Management (CALM)</u> may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year. Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a <u>Fine Arts</u> or <u>Career and Technology Studies (CTS)</u> course in Grade 11.

Partial Exemption from CALM

Section 50.1 of the <u>School Act</u> requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional materials. See <u>Notice under Section 50.1 of the School Act</u>.

Exemption from CALM

Principals can exempt students from CALM when students transfer from out-of-province into Alberta schools in Grade 12. For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school. In this case, the principal exempts the student and submits the exemption into PASI. The exemption should be submitted at the time it is granted. If the student does not graduate, the exemption is not removed automatically. It is at the principal's discretion whether to remove the exemption or allow it to remain.

For more information, see <u>Grade 12 Exemptions for Transfer-in Students</u>, <u>Mature Students</u> or the <u>Career and Life Management Program of Studies</u>.

Students can also be exempted completely from CALM because of religious beliefs. In this case, parents must write to the <u>Minister of Education</u> to request the exemption. It is essential to the processing of the request to include the following information about the student in the letter to the Minister of Education:

- · complete legal surname and given names
- date of birth
- · school currently attending
- Alberta Student Number.

If the Minister approves the exemption based on religious beliefs, Field Services will write a letter to the parents on the Minister's behalf. A copy of this letter is sent to the school principal and Student Records. Upon receipt of this letter, Student Records will submit the exemption into PASI.

For further information, contact Field Services.

Career and Technology Studies (CTS)

Career and Technology Studies (CTS) is a high school program designed around a career pathways model to offer flexible programming.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a grouping of 1-credit CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification system and function as an organizing tool.

Some students may successfully complete all the learning outcomes for individual introductory-level (1000 series) CTS courses offered in grades 7 to 9. Upon recommendation of the junior high school principal, a student who successfully completes all of the learning outcomes for an introductory-level (1000 series) CTS course may be granted credits associated with that CTS course by a senior high school principal. Such recommendations should be made on an individual, case-by-case basis. A mark of "P" for pass or a percentage grade may be assigned to the student by the senior high school principal.

Apprenticeship Articulation

Admission into apprenticeship programs may not require a senior high school diploma, though attaining one is often desirable for admission. Articulation agreements have been established with Alberta Apprenticeship and Industry Training for several trades. The programs of study for apprenticeships are available at <u>Career and Technology Studies: Apprenticeship</u>.

Information regarding apprenticeship programs is available at Apprenticeship and Industry Training.

English as a Second Language

Students who are English language learners may require English as a second language (ESL) program planning and instructional supports to achieve grade-level expectations and reach their full potential. For information on coding and funding for students who are English language learners, refer to the *Funding Manual for School Authorities*.

Senior high schools with students who are English language learners should refer to the ESL Senior High School Program of Studies, the English as a Second Language Senior High School Guide to Implementation and the English as a Second Language Alberta Authorized Resource List, Grades 10–12. School authorities may also offer locally developed courses to address the needs of English language learners.

The Alberta K–12 ESL Proficiency Benchmarks, located on the <u>Supporting English Language Learners</u> web page, have been developed to guide ESL programming and to support teachers in assessing and reporting the progress of English language learners.

For more information, see the <u>English as a Second Language Policy</u> or contact the <u>Programs of Study and Resources Sector – Mathematics</u>, Arts and Communication.

Francophone Education

School Act, Section 10

Rooted in the constitutional rights established by section 23 of the <u>Canadian Charter of Rights and Freedoms</u>, Francophone education provides students with programming that fosters personal, intellectual and social development while enabling them to master the French language and to build a sense of belonging to and identification with the Francophone culture, community and language. Thus, the program goal is two-fold: French language proficiency and identity development.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education), see Part 4 of the Funding Manual for School Authorities.

Green Certificate Program

The <u>Green Certificate Program</u> is administered by the Government of Alberta (Alberta Agriculture and Forestry). The program is delivered off campus and students may earn credits for successfully completing a Green Certificate Program. Alberta senior high school students 15 years of age or older can register in any one of the specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency. Courses in these specializations are listed in <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website. Additional information on the Green Certificate is available from <u>Alberta Agriculture and Forestry</u>.

International Baccalaureate and Advanced Placement

Schools can offer programming for students in addition to the 10–20–30 course sequences through International Baccalaureate (IB) and Advanced Placement (AP) courses. Schools should inform students of the acceptability of IB and AP courses for credit and/or advanced placement by post-secondary institutions. Schools also should inform students that these programs do not replace the diploma requirements outlined in the <u>Diploma and Certificate Requirements</u> section.

School authorities offering IB or AP courses as locally developed courses must submit them to Alberta Education.

For more information on locally developed courses, see <u>Locally Developed Junior and Senior High School</u> Courses.

Further information may also be obtained on the <u>International Baccalaureate Organization</u> or <u>Advanced Placement</u> websites.

Knowledge and Employability Courses

Knowledge and Employability (K&E) courses are designed for students in grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade. School authorities may offer Knowledge and Employability courses to provide students with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

Students may combine K&E courses with other junior–senior high school courses or transition in and out of K&E courses throughout grades 8 to 12.

Courses and Programs

K&E courses replace the former Integrated Occupational Program (IOP), which was phased out in 2006. Further information about the former IOP and its related Certificate of Achievement can be found in Appendix 3.

Further information about K&E programming may be found in the *Knowledge and Employability Courses Handbook, Grades 8–12*.

Junior High Knowledge and Employability Courses

Junior high K&E courses for grades 8 and 9 include four academic courses (five for the Francophone program) and nine occupational areas.

K&E academic courses comprise

- K&E English Language Arts
- K&E Français (for the Francophone program)
- K&E Mathematics
- K&F Science
- K&E Social Studies.

K&E achievement tests for Grade 9 students reflect the Grade 9 outcomes in the academic courses noted above. All of the K&E achievement tests are administered according to the same schedule as other Grade 9 achievement tests. Grade 9 students who are receiving instruction from a K&E program of studies are expected to write the achievement test for that K&E course. Further information on <a href="Ministration-information-in

The junior high K&E occupational courses consist of the following nine occupational areas:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction
- Fabrics
- Foods
- Horticulture
- Human Care
- Workplace Readiness.

The K&E occupational courses for junior high school are separated into various units of instruction. The units in each course can be combined in any order to make up the junior high occupational program based on student interest and available facilities and equipment.

Senior High Knowledge and Employability Courses

Students choosing senior high Knowledge and Employability (K&E) courses typically wish to enhance their academic and occupational competencies and transition into employment and/or continuing education and training opportunities. All K&E courses are designated 5-credit courses and are identified with the -4 suffix.

Students taking K&E courses may qualify for a <u>Certificate of High School Achievement</u> or they may continue their studies to qualify for an <u>Alberta High School Diploma</u>. To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of **one academic** K&E course.

Senior high K&E academic courses comprise

- K&E English Language Arts 10-4, 20-4, 30-4
- K&E Français 10-4, 20-4, 30-4 (for the Francophone program)
- K&E Mathematics 10-4, 20-4
- K&E Science 10-4, 20-4
- K&E Social Studies 10-4, 20-4.

The senior high K&E occupational courses are available in the following 12 occupational areas:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- · Construction: Building
- Construction: Metal Fabrication
- Cosmetology
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources
- Workplace Readiness. Workplace Readiness 10-4 may be used by students enrolled in Knowledge and Employability courses in lieu of HCS3000 (Workplace Safety Systems) as the prerequisite for the first off-campus education learning experience, with the exception of the Registered Apprenticeship Program (RAP). Any student engaging in RAP must take HCS3000 as the required prerequisite.

All courses are offered for 5 credits; however, courses may be combined to allow for further instruction or off-campus education learning experiences, such as workplace safety courses. Marks and credits must be reported separately for each course that has been combined. For more information, contact the <u>Operations and Implementation Support Sector – Cross Curriculum Infusion</u>. Information is also provided in the <u>Knowledge and Employability Courses Handbook</u>, <u>Grades 8–12</u> and in the <u>Funding Manual for School Authorities</u>.

Language Programs/Course Sequences/Courses

Alternative French Language Programs (including French Immersion)

School Act. Sections 11, 21

According to section 11 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Since French is one of Canada's two official languages, learning French is considered important to enhance opportunities for living and working throughout Canada and the world, as well as to foster a greater understanding between French-speaking and English-speaking Canadians. Alberta Education encourages opportunities for all Alberta students to learn French by making available alternative French language programs (including French immersion) and related services, under section 21 of the *School Act*.

Boards offering alternative French language programs (including French immersion and French as a second language course sequences) shall implement these programs and courses in a manner consistent with provincial requirements.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education), see Part 4 of the Funding Manual for School Authorities.

Hours of Instruction for French Immersion Programs

Research and experience have clearly demonstrated that student proficiency in the French language is strongly correlated to the amount of time during which French is used as the language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of French immersion programming:

| Kindergarten | 100% |
|----------------|-----------|
| Grades 1-2 | 90% -100% |
| Grades 3-6 | 70% - 80% |
| Grades 7-9 | 50% - 80% |
| Grades 10 - 12 | 40% - 80% |

French as a Second Language Course Sequences

<u>French as a second language</u> (FSL) course sequences provide elementary, junior high and senior high students with the opportunity to learn French. At the elementary and junior high levels, French as a second language courses are often taught for 30 to 40 minutes a day. Senior high school FSL courses are 125 hours and students are awarded 5 credits per successfully completed course.

There are two course sequences available that allow students to begin their study of French: the nine-year French as a second language program of studies and the three-year French as a second language program of studies. The goal of the nine-year (9Y) FSL course sequence is to develop students' communicative abilities and linguistic, cultural and strategic knowledge in French. Upon completion of the nine-year (9Y) course sequence in high school, students are able to communicate personal messages using a variety of language structures while demonstrating understanding of different Francophone cultures.

In the three-year (3Y) course sequence, students are able to communicate basic ideas in a number of situations and have a general understanding of different Francophone cultures.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education), see Part 4 of the Funding Manual for School Authorities.

Elementary and Junior High Schools

The nine-year (9Y) French as a second language program of studies begins in Grade 4 and continues through to Grade 9 and then on to senior high school. This program of studies is a grade-related course sequence and will improve the articulation between elementary and junior high schools. Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French 10-3Y as a second language course for credit to junior high school students who have no previous experience in French. For more information on offering French 10-3Y for credit at a junior high school, see <u>Senior High School Courses and Credits for Junior High School Students</u> in the Student Placement and Promotion section.

Senior High Schools

Both nine-year (9Y) and three-year (3Y) FSL course sequences are available. When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. Students who are coming from junior high school with the requisite skills, knowledge and attitudes outlined in the Grade 9 French course are to be registered in French 10-9Y; students with no prior experience in French are to be registered in French 10-3Y.

The following course sequence is still available:

- French 31a
- French 31b
- French 31c.

Note that waived prerequisite credits for French 10, French 20 and French 30 are no longer available.

Languages Other than French or English (Bilingual Programs)

School Act, Sections 11, 21

According to section 11 of the *School Act*, a board may authorize the use of a language other than English or French as a language of instruction.

Section 21 of the *School Act* allows a board to offer an alternative program that emphasizes a particular language and culture, if the board determines there is sufficient demand.

A bilingual program (partial immersion) means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instructional day. In offering bilingual (partial immersion) programs, boards

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet diploma or certificate requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, provided the instructional time is consistent with the direction in the *Guide*.

School authorities will determine the balance of subjects for bilingual programming. For more information, refer to the <u>School Administrator's Guide to Implementing Language Programming</u>.

Chinese language arts (Kindergarten to Grade 12), German language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 12) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult <u>The Common Curriculum Framework for Bilingual Programming in International Languages</u>, <u>Kindergarten to Grade 12</u>: <u>Western Canadian Protocol for Collaboration in Basic Education</u>.

For more information, contact the <u>Programs of Study and Resources Sector – Mathematics, Arts and Communication</u>.

First Nations, Métis and Inuit Language and Culture Courses

A First Nations, Métis or Inuit language and culture course is one in which a First Nations, Métis or Inuit language is studied as a subject for the purpose of developing communication skills and cultural awareness. Alberta Education currently offers a variety of language and culture course sequences for <u>Blackfoot and Cree</u>, or school authorities may develop or acquire First Nations, Métis and Inuit language and culture courses as <u>locally developed courses</u>.

With the advice and input of First Nations and Métis Elders, community experts and teachers, Alberta Education has also developed a <u>Locally Developed Language and Culture Template</u> to assist school authorities in the development of course outlines for local language and culture course series.

Locally developed First Nations, Métis and Inuit language and culture courses must be consistent with <u>The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education.</u>

For more information on locally developed courses, see <u>Locally Developed Junior and Senior High School Courses</u>.

International Languages Programs

School authorities may choose to offer either a provincial language and culture program of studies or an authorized locally developed language and culture course series. Provincial programs for international languages available at the senior high school level are outlined in the following chart:

FIRST NATIONS, MÉTIS AND INUIT AND INTERNATIONAL LANGUAGES PROGRAMS AVAILABLE IN GRADES 10–12

| AVAILA | DLL II | UNA | DES I | 0-12 | SOUTH THE PARTY OF | | ESC. COMMISSION CO. | | N. CHESTER CO. C. | DWG-IERS |
|---|-----------|------|---------|--------|--------------------|----------|---------------------|---------|---|-----------|
| | Blackfoot | Cree | Chinese | German | Italian | Japanese | Latin | Punjabi | Spanish | Ukrainian |
| Bilingual Programming: Language Arts School authorities determine the other senior high school courses to be delivered in the language of choice. | | | x | x | | | | | x | х |
| Language and Culture programs of study available: 10-12Y, 20-12Y, 30-12Y of a Twelve-year Language and Culture (12Y) program | x | x | | | x | | | | | |
| • 10-9Y, 20-9Y, 30-9Y of a Nine-year Language and Culture (9Y) program | | х | х | х | | х | | х | х | х |
| • 10-6Y, 20-6Y, 30-6Y of a Six-year Language and Culture (6Y) program | | х | х | х | х | х | | | x | х |
| • 10-3Y, 20-3Y, 30-3Y of a Three-year Language and Culture (3Y) program | Х | х | х | X | Х | Х | х | Х | Х | Х |

For further information on language programming, refer to the <u>School Administrator's Guide to Implementing Language Programming</u>.

For course sequences, refer to the international languages section of <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website.

The most current information regarding programs of study and support resources is available on the <u>Alberta Education</u> website.

For more information about guidelines and requirements regarding local language programming, contact the <u>Programs of Study and Resources Sector – Mathematics, Arts and Communication.</u>

Locally Developed Junior and Senior High School Language Courses

Locally developed language courses (e.g., language arts and language and culture courses) must be consistent with the appropriate framework within <u>The Common Curriculum Frameworks for International Languages</u> (see the General folder). Locally developed First Nations, Métis and Inuit language and culture courses must be consistent with <u>The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education.</u>

For information on submitting locally developed courses to Alberta Education, see Locally Developed Junior and Senior High School Courses below.

For more information, contact the <u>Programs of Study and Resources Sector – Mathematics, Arts and Communication</u>.

Locally Developed Junior and Senior High School Courses

School Act, Sections 39(1), 60(2)

School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to

- · accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities; e.g., language, culture, labour market needs
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.

Locally Developed Religious Studies Courses

Section 50 of the <u>School Act</u> allows boards to prescribe religious instruction to be offered to students. This instruction may be offered through locally developed religious studies courses, provided that such courses develop respect for and promote understanding of individual and minority group differences, and develop an understanding and appreciation of the beliefs, customs, practices, literature and traditions of other major world religions.

Locally developed religious studies courses must include 20% course content addressing a comparative study of other major world religions in addition to the religion of study.

Religious studies courses are required to meet the same course requirements and criteria as other LDCs.

School Authority Procedures

School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the *Guide*.

School authorities must approve LDCs by a resolution or a motion of the board of a school authority or governing body of a private school prior to offering the LDCs.

Funding

Ministry authorization is required in order to obtain funding for senior high school LDCs and for students to receive credits.

Funding for senior high school LDCs is allocated as per the Funding Manual for School Authorities.

Ministry Authorization

All LDCs must be approved at the local level according to established procedures. Only senior high school LDCs require ministry authorization and must be submitted to the ministry.

Course Requirements

LDCs must align with the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit.

LDCs must adhere to all applicable provincial education standards and guidelines; e.g., <u>Teaching Quality</u>
<u>Standard</u>, <u>Recognizing Diversity and Promoting Respect</u>, <u>Off-campus Education</u>, <u>Guiding Voices: A Curriculum</u>
<u>Development Tool for Inclusion of First Nation</u>, <u>Métis and Inuit Perspectives Throughout Curriculum</u>.

LDCs must also respect all relevant intellectual property law, and the entirety of the LDC content must be legally able to be shared with the public.

Submission Criteria

In addition to the above course requirements, proposals for senior high school LDCs will be evaluated according to the submission criteria outlined below:

Philosophy and Rationale

LDC proposals should provide a clear philosophy and rationale that is informed by student, school, parental and/or community input. Key considerations include

- relevance to the local context, including student and community needs, interests and goals
- whether or not existing LDCs or provincially authorized courses could be used to address the identified need.

LDCs should emphasize the extension of learning being offered to students beyond the scope of existing LDCs or provincial programs of study. Proposals must also identify existing LDCs or provincial programs of study that may overlap with and/or are similar to the proposed LDC, and provide a rationale as to why a new LDC is needed. LDCs shall not replace activities that are a normal part of

- extracurricular or cocurricular programs offered by a school
- · community programs offered by individuals or organizations.

Learning Outcomes

LDC proposals will include learning outcomes that

- develop the competencies described in the <u>Ministerial Order on Student Learning</u>
- · describe sequenced expectations for learning
- provide coherence and rigour within the course and/or course series.

Implementation

LDC proposals must include an implementation plan that addresses the following:

- clarification of overlap with existing courses and programs of study
- · description of the facilities or equipment necessary
- · safety components
- · sensitive and/or controversial issues
- · school authority monitoring and evaluation.

Course Sharing

LDCs should be shared with other Alberta school authorities and Alberta Accredited International Schools at no cost upon request.

Authorization Periods

Senior high school LDCs will be authorized for a maximum duration of four years, at which time the LDC will need to be revised and submitted for ministry authorization.

Funding is provided for locally developed senior high school credit courses where instruction is provided and the school authority is authorized to deliver the course.

Submission Dates

Proposals from school authorities developing senior high school LDCs must be submitted to the ministry according to the following dates:

- November 1 for Semester 2 of the same school year
- March 1 for Semester 1 of the following school year.

Proposals from school authorities acquiring authorized LDCs must be submitted to the ministry according to the following dates:

- January 1 for Semester 2 of the same school year
- June 30 for Semester 1 of the following school year.

Refer to Locally Developed Courses on the Alberta Education website for additional information on LDCs.

Music - Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

In addition to awarding course credit, principals will recommend a percentage mark earned by the student through private music study.

Principals are to recommend credits and a percentage mark only on the basis of official transcripts issued by Conservatory Canada or the Royal Conservatory of Music. Diplomas, photocopies of diplomas or photocopies of transcripts will not be accepted for evaluation purposes.

To obtain course credit and have the course mark reported, students are to have passed both the practical and theory components listed in the <u>chart</u> for that course level.

Marks submitted by schools to Alberta Education should be calculated for each course as follows:

- Practical Component 70% of mark submitted
- Other Components (Theory) 30% of mark submitted.

A student may receive a maximum of 5 credits per course (or a maximum of 15 credits total in instrumental music and a maximum of 15 credits in choral music). Students may not receive credit for participation in private music study and Alberta coursework.

Upon entrance to senior high school, credits and percentage marks for work completed in previous years within private music study can be applied to Instrumental or Choral Music 10, 20 and/or 30 following prerequisite course procedures. For example, if a student provides transcripts with both practical and theory exam marks for the grades/levels specified in the chart, they will be awarded with credits as well as percentage marks based upon the 70%/30% calculation.

Students who present a transcript for Grade/Level 8 but not for previous grades will receive waived prerequisite credits for Instrumental Music (or Choral Music) 10 and 20 but will not receive percentage marks for these courses.

The mark determined by the principal for each music course is to be submitted into PASI.

COURSES FOR WHICH CREDITS AND MARKS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

| | | 10-level Courses [●] | 20-level Courses | 30-level Courses |
|-----------------------------|--|--|------------------------------------|--|
| | Voice, Piano, Guitar (Classical) ² | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 (or higher) + Theory IV |
| Conservatory Canada | Voice, Piano, Guitar (Contemporary Idioms) | Level 6 + Theory II | Level 7 + Theory III | Level 8 (or higher) + Theory IV |
| | Trumpet, Clarinet, Flute, Violin, Organ | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 (or higher) + Theory IV |
| | Voice | Grade 6 + Intermediate Rudiments | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments |
| | Strings, Accordion, Guitar | Grade 6 + Intermediate Rudiments | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments |
| | Piano 4 | Level 6 + Intermediate Rudiments | Level 7 + Advanced Rudiments | Level 8 (or higher) + Advanced Rudiments |
| Royal Conservatory of Music | Organ 6 | N/A | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments |
| | Harpsichord 6 | N/A | N/A | Grade 8 (or higher) + Advanced Rudiments |
| | Flute, Saxophone, Trumpet, Clarinet R | | Grade 7 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments |
| | Woodwind, Brass, Percussion, Recorder, Harp | Grade 4 + Intermediate Rudiments | Grade 6 + Advanced Rudiments | Grade 8 (or higher) + Advanced Rudiments |

- All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.
- Onservatory Canada has two syllabi for voice, piano and guitar that are recognized for senior high school credit— Classical and Contemporary Idioms. The Contemporary Idioms syllabus uses the term "Level" in place of "Grade."
- 3 Royal Conservatory of Music strings includes violin, viola, violoncello and double bass only.
- A Royal Conservatory of Music piano syllabus uses the term "Level" in place of "Grade."
- 6 Royal Conservatory of Music organ 10-level courses are not available.
- 6 Royal Conservatory of Music harpsichord 10-level and 20-level courses are not available.
- Royal Conservatory of Music woodwind includes oboe and bassoon only.
- 8 Royal Conservatory of Music brass includes horn (French horn), trombone, euphonium and tuba only.

Note: Conservatory Canada and the Royal Conservatory of Music periodically review and update their syllabi. This chart reflects the syllabi available at the time of publication of the *Guide*.

Off-campus Education

Off-campus education learning experiences include Work Study, Workplace Readiness Grades 8 and 9, Workplace Readiness 10-4, Workplace Practicum 20-4 and 30-4, Work Experience 15, 25 and 35, Career Internship 10, and the Registered Apprenticeship and Green Certificate programs. For information on Workplace Readiness and Workplace Practicum courses, refer to Knowledge and Employability junior high occupational courses and senior high occupational courses.

Students gain practical workplace experience related to life skills and career opportunities and can grow in knowledge, skills and attitudes by participating in off-campus education learning experiences delivered through school-community partnerships. Off-campus education provides opportunities for

- · community partnerships, job shadowing, mentorships and work study
- the use of off-campus initiatives to support the achievement of outcomes in provincial programs of study
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer.

School authorities shall be responsible for ensuring that course content, where available, is followed and, where necessary, developed. School authorities shall also be responsible for the instructional practice and evaluation of all off-campus education learning experiences.

For specific procedural and legislative requirements regarding off-campus learning experiences, refer to Off-campus Education or contact the Programs of Study and Resources Sector — Citizenship and Career Pathways.

Reporting Off-campus Education Learning Experience Credits

When schools report off-campus learning experience marks and credits in PASI, they are to report the marks and credits given for CTS courses separately. For example, a student who took work experience for a total of 6 credits, which included the required HCS3000: Workplace Safety Systems course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

Work Study/Community Partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of off-campus coordinators and employers.

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in coursework to real-life situations through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student as an integral part of an approved school course or program and under the cooperative supervision of the off-campus coordinator and the employer.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop guidelines regarding community partnerships and business involvement in education. For more information, see <u>Partnerships between School and Community</u> under General Principles for Effective Programming in the Program Foundations section.

Students may be introduced to the concept of community partnerships through activities such as

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- · touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- · participating in programs, such as work study, job shadowing or mentorships
- · participating in community service activities.

Community partnerships included in the Knowledge and Employability courses are addressed in the <u>Knowledge and Employability Courses Handbook, Grades 8–12</u>.

Physical Education

Exemptions

The aim of the <u>Physical Education Kindergarten to Grade 12 Program</u> is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

To meet the aim of the physical education program, it is recommended that a variety of movement experiences be provided in all dimensions, including alternative environments (e.g., aquatics and outdoor pursuits), dance, games, gymnastics and individual activities. In the following specified circumstances, exemptions may be warranted from one or more dimensions and/or a physical education course:

| Category | Conditions for Exemption | Procedures | Other Experiences |
|------------------------|--|--|---|
| Individual | Religious beliefs | Statement in writing from parent to principal | When exemption is granted, other activities consistent with |
| Individual | Medical | Certification sent to principal by medical practitioner with statement of activities in which the student is not able to participate | the aim and outcomes of the program should be substituted, where appropriate. |
| Individual | Out-of-province Grade 12 student who is expected to graduate in the school year the student transfers into an Alberta school | Principal submits exemption into PASI. The exemption should be submitted at the time it is granted. | |
| Class, Grade or School | Access to facilities | Initiated by school authority or parentApproved by school authority | |

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Courses and Programs

Notice of a student's exemption from Physical Education 10 is to be reported by the principal in PASI at the time the exemption is granted.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for high school completion.

Physical Education Taken Through Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or fail, in accordance with section 6 of the <u>Home Education Regulation</u>.

Special Projects Credits

Special projects credits are designed for work undertaken by students as individuals or in small groups (e.g., two to three students) and should not be used as a means of offering credits for programs or courses offered by organizations external to Alberta Education. Students may enrol in <u>Special Projects 10, 20 or 30</u>. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve two major functions:

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Requirements

The requirements for special projects credits are outlined below.

- Special projects credits are designed for work undertaken by students as individuals or in small groups to pursue personalized learning.
- Student participation in a program or course offered by organizations external to Alberta Education is not considered a special project.
- Each project shall be carried out under the supervision of a staff teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include
 - description or outline of the project
 - number of hours of work expected to complete the project
 - method by which the project is to be carried out
 - description of expected learner outcomes
 - evaluation procedures as outlined by a teacher
 - expected completion date
 - name of the supervising teacher.

^{• 4-}H projects may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit without following the requirements indicated.

- The principal shall retain a copy of each special project proposal.
- The content of the special project need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, requirements in the <u>Off-campus Education Handbook</u> must be followed.

Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal.

- Special projects may also be offered for 1, 2 or 4 credits, based on 25 hours of work per credit. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal.
- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the Alberta High School Diploma or the Certificate of High School Achievement.

A number of restrictions apply to special projects. Examples where special projects credits cannot be earned include

- student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school (e.g., school team sports, school newspaper, yearbook, field trips)
- in-school work experience
- · teacher-developed projects.

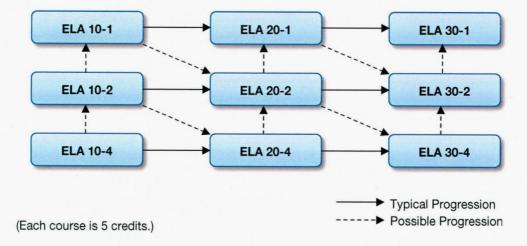
Note: In instances where a student enrols in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

Transfer Points (Recommended) and Course Sequences for Senior High School

In senior high school, provincially developed programs are designed to accommodate transfer between course sequences at particular points. Special circumstances may warrant student transfer at other points; however, the recommended transfer points are as follows for

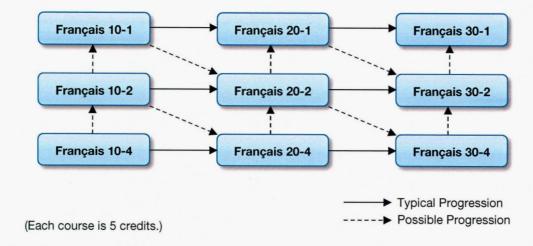
- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Course Sequences
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability Occupational Courses to Career and Technology Studies Courses.

English Language Arts (ELA) Program



Français Program

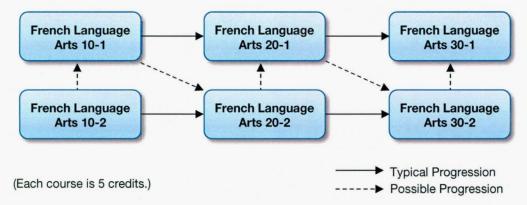
(Francophone Schools)



Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

French Language Arts Program

(French Immersion Schools)



French as a Second Language Course Sequences

(Note: All courses in each sequence below are 5 credits.)

For students in senior high school with no previous knowledge of French:

For students studying French with the requisite skills from the Grade 9 nine-year (9Y) course sequence:

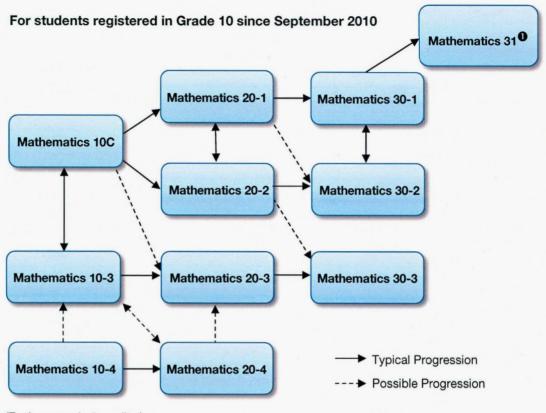
For students who possess a superior level of French prior to entering Grade 10:0

• This course sequence is intended for students who demonstrate language skills that are equivalent or superior to those demonstrated by students who have successfully completed French 30-9Y, and who desire to continue to refine their skills in French. Note that waived prerequisite credits for French 10, French 20 and French 30 are no longer available.

Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Mathematics Program

Possible Sequences - Mathematics Course Sequences

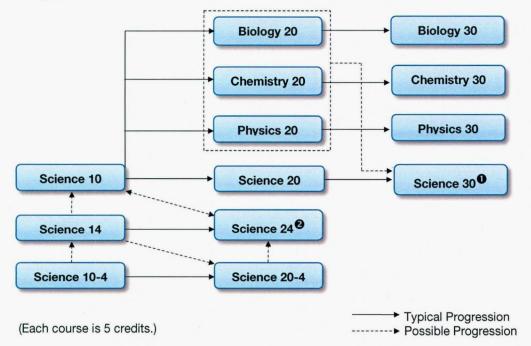


(Each course is 5 credits.)

• Mathematics 30-1 is a prerequisite or corequisite for Mathematics 31.

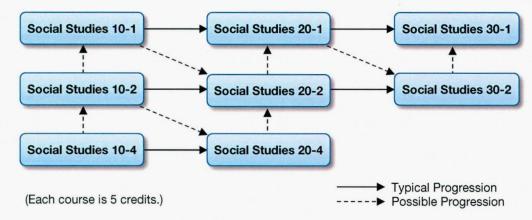
Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Science Program



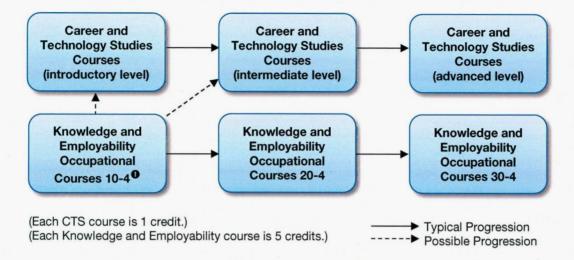
- Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enrol in Science 30.
- Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may be placed by the principal in 20-level courses, as serves the student's best interests.

Social Studies Program



Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Knowledge and Employability Occupational Courses to Career and Technology Studies (CTS) Courses



Transfer from a 10-4 Knowledge and Employability occupational course directly to an intermediate-level (2000 series) Career and Technology Studies course may be considered where there is content relevancy and prerequisite requirements are met.

For more information on Knowledge and Employability, see the Knowledge and Employability Courses section.

Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given above under Transfer Points (Recommended) and Course Sequences for Senior High School.

Students may transfer from a lower-level sequence to a higher-level sequence. For example, in senior high school social studies, students may transfer from the 10-2, 20-2, 30-2 sequence to the 10-1, 20-1, 30-1 sequence. For specific course sequences, refer to the transfer sequence charts above. Students who transfer from a 10-1, 20-1, 30-1 sequence to a 10-2, 20-2, 30-2 sequence, or from a 10-2, 20-2, 30-2 sequence to a 10-4, 20-4 sequence, should transfer into the sequence at the next grade level (e.g., Social Studies 10-1 to Social Studies 20-2). Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10-1 and then transfer to Social Studies 20-2 will not receive credits for Social Studies 10-2.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See <u>Retroactive Credits</u> in the Awarding Course Credits section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10-1, then successfully complete Social Studies 30-2 should receive waived credits for Social Studies 20-2 and earned credits for Social Studies 30-2.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- · the school's ability to schedule the appropriate course route
- · the student's ability and motivation.

The school authority shall clearly state the criteria to be met by a student who wishes to change program routes.

Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education. Students who choose to transfer from one level to another within a subject (for example, Social Studies 30-1 to Social Studies 30-2) must do so by the dates specified in the *Diploma Examinations Program General Information Bulletin*. These deadlines have been established so that there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student and, where applicable, parent or guardian is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the Course Challenge provision. For more information, see the Diploma Examinations Program General Information Bulletin.

Program Delivery Options

Choice is an important principle in Alberta's education system. School authorities have the flexibility to use resources and any method of delivery as long as Alberta Education requirements, including outcomes of the programs of study, are met. There are various program options for schools to respond to student learning needs. Alternative, distance learning, home education, online, outreach and shared responsibility (blended) programs are described in this section. For details regarding the funding rates for these various program options, see the *Funding Manual for School Authorities*.

For all programs other than home education, the teacher is responsible for the planning and implementation of instruction, as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study. The school authority is responsible for ensuring that teachers are meeting the requirements of the Teaching Quality Standard through the Teacher Growth, Supervision and Evaluation Policy.

Alternative Programs

School Act, Section 21

Alberta Education supports the establishment of alternative programs, and section 21 of the *School Act* sets out the rights of boards to provide alternative programs. The *School Act* defines an alternative program as an education program that

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy,

but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

Section 21(4) of the School Act states that if a parent enrols a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that

- (a) may be incurred by the board in offering the alternative program, and
- (b) are in addition to the costs incurred by the board in providing its regular education program.

For more information and requirements related to alternative programs, see the <u>Alternative Programs Handbook</u> or contact Field Services.

Distance Learning

School authorities may offer their own distance learning programs or they may access the services of the <u>Alberta Distance Learning Centre</u> (ADLC). The ADLC is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from the ADLC.

Home Education

School Act, Section 29
Home Education Regulation, AR 145/2006

A parent who intends to provide a home education program must develop the program in accordance with the *Home Education Regulation*. If the parent develops a program that does not follow the Alberta programs of study, the parent must certify that the program is consistent with the student learning outcomes listed in the schedule in the *Home Education Regulation*. Parents may ask the associate board or associate private school for assistance in developing a home education plan or program.

PROGRAM ADMINISTRATION AND DELIVERY

Home education is the only option in which parents are responsible for instruction and student learning activities, in accordance with the *Home Education Regulation*. A parent wishing to home educate their child must notify any school board or an accredited private school of their intent to home educate and request that the board or accredited private school supervise the home education program. Notification of the intent to home educate can be made at any time during a school year.

A board that consents to supervise a home education program is referred to as an associate board. An accredited private school that consents to supervise a home education program is referred to as an associate private school. An associate board or associate private school will review the completed notification form and the education plan developed by the parent and notify the parent within 15 school days.

Associate boards or associate private schools must notify parents of any implications that a home education program may have on a student's eligibility to be granted high school credits. Associate boards and associate private schools must develop a policy for a home education student's participation in school and extracurricular activities.

Teachers assigned to home education facilitate student learning by offering assistance and advice to the parent. Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio with the parent at least twice a year. Associate boards and associate private schools are required to provide a written report of the student's progress. This written report is included in the student's record. Home education students must be offered the opportunity to participate in provincial assessments.

Funding is provided to associate boards or associate private schools supervising home education programs. Boards and accredited private schools must offer not less than 50% of the home education program funding received to parents who are providing a home education program to students in accordance with the *Home Education Regulation*. Standards for Home Education Reimbursement provides school authorities with information to meet their accountabilities regarding the use of home education funding.

An associate board or associate private school supervising a home education program **must** enter the student's resident board into PASI for funding consideration. Refer to the *Funding Manual for School Authorities* for information on home education funding.

If an associate board or associate private school terminates a home education program, it is responsible for the student's education program for the remainder of the school year and must ensure that the student has access to an education program for the remainder of the year.

For more information, see the *Home Education Handbook* or contact Field Services.

Online Programs

An online education program is a structured learning environment in which students engage with their teachers in one or more courses online. The planning and implementation of instruction, as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study, is the responsibility of Alberta certificated teachers employed by a school authority.

An *online course* is one in which instruction and assessment takes place primarily over the Internet, using a learning management system (LMS). The LMS provides students with access to course content, teachers and other students. Students may access the LMS from multiple settings (in school and/or out of school buildings) and engage in both synchronous and asynchronous instruction.

Programs that do not have sufficient teacher-student interaction for the purpose of instruction are not considered to be online programs.

School authorities engaging in online programs must ensure that elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction. (**Note**: School authorities cannot enrol ECS children in online programs, and students under age 16 may only be enrolled in online programs with the approval of the principal.)

School authorities are responsible for maintaining accurate information on student participation (e.g., attendance, assignment submission, course completion). Students registered in online programs must be given the same opportunity and necessary supports to write provincial assessments as students in a classroom-based setting.

Outreach Programs

An <u>outreach program</u> provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs. Outreach programs serve students of junior and senior high school age.

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the outreach program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

To support student success, the outreach program must provide students with access to educational services in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, gifted and talented programs, time management training and study skills.

School authorities choosing to run their outreach program as a school will be required to meet legislative and other requirements associated with operating a school (e.g., designating a school principal, establishing a school council, annually preparing a school three-year education plan and a school annual results report, and following the *School Act* and regulations).

Applications for approval to begin new outreach programs must be submitted by March 31 to the appropriate Field Services Director, using the Application to Operate a New Outreach Program provided in the <u>Outreach Programs Handbook</u>. Alberta Education may not approve all applications.

For more information, see the Outreach Programs Handbook or contact Field Services.

Shared Responsibility (Blended) Programs

School Act, Section 29
Home Education Regulation, AR 145/2006

A parent of a student providing a home education program to the student and an Alberta funded school authority may agree to share responsibility for the student's education. Two conditions must be met for this to occur:

- The school authority portion of the agreement must consist of a program where an Alberta certificated teacher, employed by a school board or an accredited-funded private school, is responsible for planning, resource selection, instruction, assessment and evaluation of student progress in selected courses that follow the Alberta programs of study or locally developed courses. The school authority must be responsible for at least a minimum of
 - 50% of the student's program in grades 1-9
 - 20% of the student's program in grades 10-12.

PROGRAM ADMINISTRATION AND DELIVERY

The home education portion of the agreement must consist of a program provided by a parent under the
authority of the School Act and the Home Education Regulation. The parent is responsible for developing,
administering and managing the home education program. The school authority is responsible for
supervising the home education program.

For the 2017–2018 school year, school authorities are required to continue entering the school program percentage in the Funding Event System (FES). Effective as of the 2017–2018 school year, deadlines for providing the school program percentage have changed. The school program percentage **must** be entered no later than November 30, 2017. Refer to the *Funding Manual for School Authorities* for information on funding application deadlines and other important deadlines.

Note that this process will be changing in the 2018–2019 school year. At that point, school authorities with students in a shared responsibility (blended) program will be required to enter the school program percentage as part of enrolment information submitted in PASI.

In the 2017–2018 school year, an associate board or associate private school supervising the home education portion of the shared responsibility (blended) program **must** enter the student's resident board into PASI for funding consideration. Refer to the *Funding Manual for School Authorities* for information on home education funding.

School boards or accredited-funded private schools are not required to offer shared responsibility (blended) programs. The offering of shared responsibility (blended) programs is optional.

For more information on the requirements for the home education portion of the program, see the Home Education section above.

For more information on shared responsibility (blended) programs, contact Field Services.

Schools of Choice

Alberta Accredited International Schools

An Alberta Accredited International School (AAIS) is an autonomous school that provides the Alberta curriculum to children and students outside of Alberta. The AAIS program works to

- increase international recognition of Alberta's high-quality education
- · enable international schools to provide the Alberta curriculum and credentials to their local students
- create sustainable and efficient opportunities for international schools to receive and maintain Alberta accreditation
- collaborate with government ministries and non-governmental organizations to link accredited schools, their teachers, students and community leaders with opportunities to study and work in Alberta.

Alberta Accredited International Schools must meet the accreditation requirements, as outlined in an agreement signed with Alberta Education. In addition, these schools must hire teachers that meet the Alberta certification requirements to teach the <u>Alberta programs of study</u> and support the goals of the <u>Ministerial Order on Student Learning</u>. The Alberta Principal/Alberta Program Administrator must ensure that the school follows policies of Alberta Education, as outlined in the <u>Guide to Education</u>: ECS to Grade 12. Students must meet the requirements for graduation in order to obtain a credential from the Province of Alberta.

Alberta Accredited International Schools may charge tuition and other fees as required in order to fund operations, as they do not receive funding from the Province of Alberta.

For more information on the AAIS program, visit the Alberta Education website or email EDC.AAIS@gov.ab.ca.

Charter Schools

School Act, Sections 31–38
Charter Schools Regulation, AR 212/2002

A charter school is an autonomous public school that provides innovative or enhanced education programs that improve student learning. Charter schools have characteristics that set them apart from other public schools in meeting the needs of a particular group of students through a specific program or teaching/learning style, approach or pedagogy while following provincial programs of study. The proposed method of educational delivery that improves student learning must be supported by research.

The Minister may issue a charter to establish a charter school in accordance with the regulations if the Minister is of the opinion that the program to be offered by the charter school is not already being offered by the board of the school division in which the charter school is located.

A person or group interested in a charter school must first approach the local school board to determine if the board will establish an alternative program.

For information regarding the requirements for special education programming in charter schools, see *Accommodating Students with Exceptional Needs in Charter Schools*.

For more information on charter schools, see the Charter Schools Handbook or contact Field Services.

Private Schools

School Act, Section 28
Private Schools Regulation, AR 190/2000

Parents may choose to educate their children in a private school.

A private school provides an educational alternative for parents who wish to have their children taught in accordance with a particular focus. Private schools can be based on religious beliefs, athletics, academics or a particular philosophy of learning.

Private schools may charge tuition and other fees as required. In addition, private schools may select their students and are not required to enrol all students.

Private schools are operated by a society under the <u>Societies Act</u> or a company registered under Part 9 of the <u>Companies Act</u>. Private schools are governed by the Board of Directors of the society or company.

For information regarding the requirements for special education programming in accredited-funded private schools, see <u>Requirements for Special Education in Accredited-Funded Private Schools</u>.

For more information on private schools, see <u>Private Schools</u> on the Alberta Education website, or contact the Provincial Coordinator of Private Schools in <u>School Accreditation and Standards</u>.

Considerations for Program Delivery

A number of programs, supports and services exist in schools and communities to help children and students become engaged and successful learners. This section highlights the learning commons, learning and technology, guidance and counselling, and collaborative service delivery. Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a welcoming, caring, respectful and safe learning environment for students. Information is given about the duty to report when it is believed that a child is in need of intervention, human sexuality education, the use of human tissue and fluid in educational programming, controversial issues and notice under section 50.1 of the School Act.

Learning Commons

The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

The learning commons should

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information
- provide support, space and resources for inquiry, play and imagination
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning
- provide and support technology for learning to enable creation, collaboration and communication
- · provide student access to and guidance on the use of
 - online public access catalogues (OPAC)
 - online licensed and open access resources
 - quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs
- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian
 and international resources (fiction and non-fiction) which reflect multiple perspectives, promote literacy
 and numeracy, and develop students' interests and competencies beyond the school setting. These
 resources should include those that
 - recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples
 - reflect and support the cultural and linguistic perspectives of Francophone communities
- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading
- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts
- · continue to promote intellectual freedom.

Learning and Technology Policy Framework

The Learning and Technology Policy Framework is a decision-making guide for government and school authorities to support effective, innovative integration of technology into the learning environment. The vision is student-centred and emphasizes the importance of supporting students in using technology to achieve the competencies identified in the <u>Ministerial Order on Student Learning</u> (#001/2013).

The policy framework is a roadmap—a set of principles, policy directions, outcomes and actions intended to guide decision makers at all levels, from government to the classroom. Making decisions that align with the common vision will help ensure those decisions complement each other and ensure the greatest benefits for students. The policy framework identifies five interdependent policy directions to achieve the vision: Student-Centred Learning; Research and Innovation; Professional Learning; Leadership; and Access, Infrastructure and Digital Learning Environments.

For more information, see the <u>Learning and Technology Policy Framework</u> on the Alberta Education website.

School Guidance and Counselling

School authorities have the responsibility to meet the needs of all students and enable their success. This is facilitated by the development of a continuum of supports and services. School-based supports, such as school guidance and counselling, address students' educational, personal, social, emotional and career needs. Each school authority determines its approach based on its learners, resources and community context.

School guidance and counselling involves collaborative partnerships that support learner success. This may involve a school counsellor or other school staff and parents and/or guardians working together with community services and professionals. For more information regarding collaborative practices and partnerships, visit Alberta's Approach to Collaborative Practices on the Alberta Education website.

Through school guidance and counselling and other strategies focused on awareness, communication, prevention and intervention, school communities are able to build welcoming, caring, respectful and safe learning environments that support healthy relationships and facilitate student learning.

Collaborating to Support Children, Youth and Their Families

Alberta Education, school authority staff and partners engage in many collaborative practices, embedding the principles of a wraparound approach to support children, youth and families. Regional Collaborative Service Delivery (RCSD) is an example of a collaborative approach to ensure that children, youth and families have access to supports they need to be successful both at school and in the community. RCSD is a partnership among school authorities, Alberta Health Services, Community and Social Services, Children's Services and other community stakeholders. These partners work together on a regional basis to meet the identified needs of children and youth. There are 17 RCSD regions across the province. Supports and services available in a particular region depend on what service priorities have been identified by the regional partners. Examples of other collaborative initiatives include Success in School: Children and Youth in Care and Alberta Mentoring Partnership.

A variety of resources to support cross-sector collaboration and partnering have been developed through various cross-ministry initiatives. Some of these include the <u>Working Together Toolkit</u>, <u>Alberta's Approach to Collaborative Practices</u> and <u>Alberta's Information Sharing Strategy</u>. For more information, see <u>Collaborating to Support Students</u> on the Alberta Education website.

Duty to Report

The <u>Child, Youth and Family Enhancement Act</u> imposes the duty to report on a person who believes a child is in need of intervention. School personnel have ongoing contact with children and youth and are often the first to notice changes in behaviour or appearance. Research indicates that the confidence of staff to detect indicators of abuse, respond supportively and report to authorities is enhanced with regular communication about warning signs and procedures for reporting. It is important to note the following:

- It is mandatory to report, and permission is not required.
- It is the responsibility of the person who has recognized issues of concern or received reports regarding
 the child to notify Child and Family Services, the Child Abuse Hotline or the police/RCMP. Notification
 must come from the person who received the information first hand and not from a third party.

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- It is not the role of the school to investigate suspected abuse.
- It is important to be aware of board policies regarding sharing information with the principal.

For more information, see <u>Preventing Child Abuse</u> on the Alberta Education website or contact <u>School and Community Supports</u> for Children and Youth.

Human Sexuality Education

Human sexuality education is mandated by the <u>Human Sexuality Education Policy</u> and is taught at several levels in Alberta, including the Grade 4 to Grade 9 <u>Health and Life Skills</u> program and the senior high school <u>Career and Life Management</u> (CALM) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Health and Life Skills and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

Exemption from Human Sexuality Instruction

The <u>School Act</u> requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material.

For more information, see the Human Sexuality Education Policy and Notice under Section 50.1 of the School Act, or contact the Programs of Study and Resources Sector – Sciences and Wellness.

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, see <u>Safety in the Science Classroom</u> on the Alberta Education website.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Discussing or studying controversial issues provides opportunities to

- present alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Notice under Section 50.1 of the School Act

Section 50.1 of the <u>School Act</u> requires boards (including charter schools) and private schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes or human sexuality.

The notice to parents required under section 50.1 of the *School Act* does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances as per section 16.1 of the *School Act*. Section 50.1 applies to circumstances where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality. As peer-support groups, student-led organizations such as gay-straight alliances and other similar types of clubs fall outside of these parameters.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. Teachers and school administrators should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 50.1 of the *School Act* continues to call on teachers and school administrators to exercise their professional judgement to determine when notice should be provided to parents and to handle complaints or concerns raised by parents.

Determining When to Provide Notice to Parents

The Alberta programs of study contain the provincially mandated learning outcomes for students, achieved through the instructional choices made by certificated teachers. In light of the requirements in section 50.1, Alberta Education has done a review of the programs of study to identify those courses that contain outcomes that deal primarily and explicitly with religion or human sexuality. The following courses have been identified as containing outcomes that require notification under section 50.1:

- Career and Life Management (CALM) → human sexuality
- Career and Technology Studies (CTS) → Reproduction & Readiness for Parenting (HCS3050) → human sexuality

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- Career and Technology Studies (CTS) → Developing Maturity & Independence (HSS1040) → human sexuality
- Health and Life Skills (Grades 4, 5 and 6) → human sexuality
- Health and Life Skills (Grades 7, 8 and 9) → human sexuality
- Religious Ethics 20 → religion
- Religious Meanings 20 → religion
- World Religions 30 → religion

Notification under section 50.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion or human sexuality.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study may also require notification to parents under section 50.1. When determining whether notification is required, teachers or boards may wish to consider the following:

- Notification is required where courses of study, educational programs or instructional materials, or instruction or exercises, contain subject matter that deals **primarily** <u>and</u> <u>explicitly</u> with religion or human sexuality.
 - For the course of study, educational program or instructional material, or instruction or exercise, to be considered to deal explicitly with religion or human sexuality, there must be no question that the subject matter is intended to be about religion or human sexuality. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion. Similarly, in order to be considered explicitly about "human sexuality," a course of study, educational program or instructional material, or instruction or exercise, must also address human sexual behaviours. Therefore, outcomes within the science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.
 - Even if the subject matter deals explicitly with religion or human sexuality, the course of study, educational program or instructional material, or instruction or exercises, must also primarily deal with religion or human sexuality. For example, even though various outcomes in the social studies programs of study include explicit references to "religion," the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where instructional materials contain subject matter that explicitly deals with religion or human sexuality, unless those instructional materials are also primarily about one of these subjects.
- 2. Section 50.1 is clear that notification to parents is not required for indirect or incidental references to religion, religious themes or human sexuality in a course of study, educational program or instructional material, or instruction or exercise.
 - Where a reference to religion, religious themes or human sexuality occurs indirectly or in connection
 to another subject matter in classroom discussions, notification is not required. Therefore, teachers
 should not avoid topics where these subject matters may arise nor should they feel the need to stop
 classroom discussion.

- Similarly, where a course of study, educational program or instructional material, or instruction or
 exercise, does not already deal primarily and explicitly with religion or human sexuality, references to
 these subject matters in student projects or presentations would be considered incidental and
 notification would not be required.
- Section 50.1 does not apply to student behaviour or interactions that are not related to courses of study, educational programs or instructional materials, or instruction or exercises. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion or human sexuality.

How to Provide Notice to Parents

Notification to parents under section 50.1 should be in writing and allow the parent enough time to request that their child be exempted from the course of study, educational program or instructional materials, or instruction or exercises, at issue. Section 50.1 does not require teachers or boards to obtain parental consent before providing the course of study, educational program or instructional materials, or instruction or exercise. Notification procedures must include the following:

- A notice must be provided to the parent indicating that a particular outcome or component of a course of study, educational program or instructional materials, or instruction or exercises, includes subject matter that deals primarily and explicitly with religion or human sexuality. A sample notice form can be found in Appendix 4.
- 2. In the circumstance where a student is registering for a specific course of study or educational program that deals primarily and explicitly with religion or human sexuality, notice may be given to the parent on the registration form for said course of study or educational program, identifying that the course of study or educational program, or a portion thereof, is primarily and explicitly about religion or human sexuality. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.
- 3. A separate board, a board that offers an alternative program that emphasizes a particular religion, or a board that has the teaching of religion or faith-based education programs on its premises may wish to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious courses of study, educational programs or instructional materials, or instruction or exercises, are used.

Exclusion from Instruction

Where a parent makes a written request, section 50.1 requires a teacher to exclude a student, without academic penalty, from the course of study, educational program or instructional material that includes subject matter that deals primarily and explicitly with religion or human sexuality. The parent should indicate in the written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part. A sample exemption form can be found in Appendix 4.

How to Address Concerns or Complaints from Parents

Boards (including charter schools) must ensure that concerns or complaints from parents are addressed in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 123 of the <u>School Act</u>. Private schools should address any concerns or complaints that arise via local school policies and procedures that have been established. All schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in section 50.1 at the local level.

Appropriate Use of Copyrighted Materials in Schools

Copyright rules for educators have changed significantly in recent years. Both the Supreme Court of Canada and the Parliament of Canada have identified education as a stated purpose within the fair dealing provision of the *Copyright Act*. Although educators have new opportunities under the fair dealing provision of the *Copyright Act* to use copyright-protected materials in their lessons, there are limits as to what can be copied and shared in the classroom. It is, therefore, important that both school principals and teachers understand their responsibilities with respect to copyright.

To assist educators, the Copyright Consortium of the <u>Council of Ministers of Education, Canada (CMEC)</u> has developed the <u>Teachers and Copyright</u> website, an online resource pertaining to the appropriate use of copyright-protected materials in the classroom.

This website features a copyright decision tool that allows educators to quickly determine whether they can use specific materials in their lessons. This site also provides an overview of the <u>Fair Dealing Guidelines</u> and provides a link to <u>Copyright Matters!</u>, a publication that presents key questions and answers for teachers about copyright.

With respect to the playing of live or recorded copyright-protected music during non-instructional hours and the performance of music at a play that is non-curricular in nature, refer to the <u>Copyright Matters!</u> publication for further information.

For more information on copyright and the classroom, see <u>Copyright Awareness for Teachers</u> on the Alberta Education website.

PROGRAM ADMINISTRATION AND DELIVERY – STUDENT ASSESSMENT: KINDERGARTEN TO GRADE 9

Purpose of Assessment

The primary purpose of assessment is to improve student learning. Assessment information is also used to enhance instruction to students and assures Albertans that the education system is meeting the needs of students and achieving the outcomes of the *Ministerial Order on Student Learning*.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons:

- The information is essential so that teachers can assist in meeting the learning needs of students.
- The information is required for reporting student progress clearly to students and parents.
- The information is used in making decisions regarding student placement.
- The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet the student's learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, classroom assessment should have the following characteristics:

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of competency development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and
 areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a
 student already knows and can do. Assessment information should be used by a student to be informed
 about, to reflect upon and to initiate activities that enhance their learning.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches to Instruction

The terms "diagnostic instruction" and "diagnostic teaching cycle" are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

Assessment as the Basis for Communicating Individual Student Achievement

When students are placed in age-appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working (e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts). Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The Assessment as the Basis for Communicating Individual Student Achievement provision is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about

- their child's attitudes, skills and knowledge developed through a set of learning outcomes as referenced in programs of study
- · how well their child is doing in each subject
- the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts and mathematics.

The provision does not restrict the communicating of student achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the two specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent–teacher conferences, assessment portfolios, report cards or student work samples. Many methods can be chosen for implementing this provision, but often face-to-face methods are the most successful for achieving clear and open communication.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial achievement standards, Alberta Education has released samples of complete provincial achievement tests in all testing areas. These released provincial achievement tests contain the questions, key and other pertinent material about each test and are available on the Alberta Education website. Writing examples for Grade 9 English language arts achievement tests are available on the Alberta Education website. Writing examples for Français 6 and French Language Arts 6 and French Language Arts 9 are also available on the Alberta Education website.

Provincial Achievement Testing Program

The provincial achievement tests (PATs) measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial achievement standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study.

Students registered in grades 6 and 9 and ungraded students in their sixth and ninth years of schooling are expected to write provincial achievement tests.

Provincial achievement tests are administered annually in English language arts, Français, French language arts, mathematics, science and social studies in grades 6 and 9. Grade 9 achievement tests based on the Knowledge and Employability programs of study in English language arts, mathematics, science and social studies are also administered. French versions of all mathematics, science and social studies achievement tests are available for students in Francophone and French immersion programs. Accommodations are available for students with special needs writing achievement tests as specified in the <u>Achievement Testing Program General Information Bulletin</u>.

Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than six students are reported to the school authority and the school but are not reported publicly. Alberta Education encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools in the *Achievement Testing Program General Information Bulletin*. Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. *Guidelines for Interpreting the Achievement Test Multivear Reports* is provided along with the results.

For more information on provincial achievement testing, see the following:

- Achievement Testing Program General Information Bulletin
- information about the tests on the Alberta Education website
- Parent Guide to Provincial Achievement Testing-Grade 6
- Parent Guide to Provincial Achievement Testing-Grade 9.

Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile for the student's education record is provided electronically to the school through the <u>secured Education site</u>. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

Student Learning Assessments

The Student Learning Assessments (SLAs) are a beginning of the year assessment that enables teachers and parents to be aware of a child's strengths and areas for growth. Alberta Education's goal is for the SLAs to be the trusted beginning of the year assessment tool for teachers, superintendents, principals, parents and students. Alberta Education, in partnership with classroom teachers and education stakeholders, is developing the new SLAs.

The Grade 3 SLA pilot concluded in June 2017. For the 2017–2018 school year, the SLAs will be available to teachers in all school authorities as a tool to use at their discretion. Grades 6 and 9 students will continue to write the provincial achievement tests in the 2017–2018 school year.

Literacy and Numeracy

The SLAs will be provided digitally and will assess students within the context of the definitions of literacy and numeracy that Alberta Education is currently using to guide its work:

- Literacy is the ability, confidence and willingness to engage with language[●] to acquire, construct and communicate meaning in all aspects of daily living.
- Numeracy is the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

Structure of the Grade 3 SLAs

The four components of the Grade 3 SLAs have been determined in partnership with the Alberta School Boards Association, Alberta School Councils' Association, Alberta Teachers' Association, College of Alberta School Superintendents and Alberta Assessment Consortium. The four components of the Grade 3 SLAs are

- · a digitally scored literacy component
- · a literacy performance-task component
- · a digitally scored numeracy component
- · a numeracy performance-task component.

The SLAs will reference the current provincial programs of study until the implementation of new programs of study.

English and French

The literacy components of the SLAs are being developed independently for English, French immersion and Francophone students. The numeracy portions are being developed in English, and the French immersion and Francophone versions will be translations of the English version.

For more information on Student Learning Assessments, visit the Alberta Education website.

Language is a socially and culturally constructed system of communication.

² Quantitative information is information that can be measured and expressed as an amount.

Spatial information is the physical location of objects or people, or the relationship between objects or people.

PROGRAM ADMINISTRATION AND DELIVERY – DIPLOMA AND CERTIFICATE REQUIREMENTS

Introduction

Alberta Education diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction. A student who is awarded a diploma or certificate from the list below is a graduate.

This section outlines the requirements for being awarded the

- Alberta High School Diploma (English and Francophone)
- Certificate of High School Achievement (English and Francophone)
- · Certificate of Achievement
- · Certificate of School Completion
- · Alberta High School Diploma as a Mature Student
- High School Equivalency Diploma (by two options).

Note: The possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

Alberta High School Diploma

Students who meet the requirements as outlined in this section of the *Guide* are awarded an <u>Alberta High School Diploma</u>. Students who satisfy these requirements and study in French and take Français 30-1 or Français 30-2 are awarded an <u>Alberta High School Diploma</u> (Francophone).

Certificate of High School Achievement

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a Certificate of High School Achievement.

Certificate of Achievement

Students who were enrolled in the Integrated Occupational Program before January 2006 and meet the requirements outlined in <u>Appendix 3</u> are awarded a Certificate of Achievement.

Certificate of School Completion

The Certificate of School Completion can be awarded to students with a significant cognitive disability who meet the qualification criteria listed below. Certificates will be generated using student information in PASI upon nomination by the principal/assistant principal of the school.

Qualification Criteria

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
 - Alberta High School Diploma
 - Diplôme d'études secondaires de l'Alberta
 - High School Equivalency Diploma
 - Diplôme d'équivalence d'études secondaires
 - Certificate of High School Achievement (Knowledge and Employability)
 - Certificat de réussite d'études secondaires (Connaissances et employabilité).

Diploma and Certificate Requirements

- The student has worked toward goals and objectives in their <u>individualized program plan/instructional support plan</u>.
- By the end of the current school year, the nominee has been a student for at least 12 years (and is 17 years of age by March 1 of the current year).
- The school year in which the nomination is being submitted is the student's last year of school programming.
- The student's registration in PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.

For further information regarding student eligibility for the certificate, contact <u>Learner Services</u>.

Note: Nominations for a Certificate of School Completion can be completed in PASI for up to six months after a student leaves the school. If a nomination for a Certificate of School Completion is submitted after this time frame, school authorities will not be able to nominate in PASI. If a student is nominated more than six months after leaving school, please contact <u>Learner Services</u> to complete the nomination.

In order for students who have achieved a Certificate of School Completion to receive their certificate at the end of their last school year, please submit nominations in PASI after March 31. If a student requires a certificate earlier, contact tad@gov.ab.ca.

Mature Students

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is

- . 19 years of age or older; or
- the holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the Minister.

Mature student status is granted effective September 1 for the subsequent school year. The above criteria are to be satisfied prior to September 1.

The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed coursework on file with Alberta Education. The application of mature student status is conditional upon the completion of new coursework subsequent to September 1 of the school year in which the status becomes effective.

If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the Special Cases Committee by writing to the Executive Secretary, Special Cases Committee, Provincial Assessment Sector, Alberta Education.

Mature students enrolled in credit courses must be registered with <u>Student Records</u>. A mature student is eligible to enrol in any course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses.

Diploma and Certificate Requirements

A mature student may earn senior high school credits in non-diploma examination courses after successfully completing

- · courses offered in a regular accredited school
- · courses offered under extension programs
- · courses offered by distance education providers.

A mature student may earn senior high school credits in diploma examination courses by successfully completing course instruction and the diploma examination, or by successfully challenging the diploma examination.

A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education for the prerequisites in that course sequence. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 10-2, 20-2, 30-2 and Social Studies 30-1 will receive 20 credits. See <u>Waiver of Prerequisites and Credits for Waived Prerequisite Courses</u>, second example, in the Awarding Course Credits section.

The provision to automatically award credits to mature students does not apply to prerequisite courses in

- Career and Technology Studies (CTS)
- locally developed courses, with the exception of locally developed language courses
- Registered Apprenticeship Program 15-25-35
- Special Projects 10-20-30
- Work Experience 15-25-35.

Mature students are eligible to receive the Alberta High School Diploma or the Certificate of High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management (CALM).

Many school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enrol in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See Alberta High School Diploma Requirements in this section.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994–1995 may meet the current requirements or the requirements that were in effect the year they entered high school. <u>Appendix 2</u> contains a chart that outlines the requirements for years prior to 1994–1995.

Principals will contact Student Records when a student requests programming to meet requirements for years prior to 1994–1995.

For more information, see Grade 10 Students in the Student Placement and Promotion section.

High School Equivalency Diploma

There are two options for achieving a High School Equivalency Diploma.

Option 1

A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will forward the High School Equivalency Diploma Application Form, available under Forms, Tools and Software on the <u>secured Education site</u>, to Alberta Education (PASI and Student Records), indicating that the following requirements have been met. Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

The candidate shall obtain 100 school credits as described below:

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, please refer to the <u>Evaluation of Out-of-province/Out-of-country Educational Documents</u> section.
 - a high school course in mathematics (5 credits)
 - a high school course in science (3 credits)
 - English Language Arts 30-1 or 30-2 (5 credits)
 - one other 30-level course, other than English language arts (5 credits)
 - additional high school courses (42 credits).
- Additional credits which, when added to those gained according to the above, total at least 100, as follows:
 - additional high school courses
 - a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
 - a maximum of 15 credits for age, according to the following scale:
 - o age 21-24 (inclusive) 5 credits
 - o age 25-29 (inclusive) 10 credits
 - o age 30 and over 15 credits
 - a maximum of 5 credits for extensive travel
 - a maximum of 5 credits for extensive reading.

Note: The credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

For more information about Option 1, contact <u>Student Records</u> or the <u>Special Cases and Accommodations</u> Team.

Option 2

A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

For more information about Option 2 and the GED program, contact the Provincial Assessment Sector.

[•] The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:

ENGLISH LANGUAGE ARTS - 30 LEVEL

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES - 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS - 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE - 20 LEVEL®

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM

- · Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- · Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

10 CREDITS IN ANY 30-LEVEL COURSE
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS
AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

6

These courses may include

- 30-level locally developed courses
- · Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

(continued)

PROGRAM ADMINISTRATION AND DELIVERY

Diploma and Certificate Requirements

- The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- See information on exemption from the physical education requirement.
- 3 See information on exemption from the CALM requirement.
- Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- **3**0-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements (Francophone).
- Mature students should consult the <u>Mature Students</u> section for applicable requirements.

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (FRANCOPHONE)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:

FRANÇAIS - 30 LEVEL

(Français 30-1 or 30-2)

ENGLISH LANGUAGE ARTS - 30 LEVEL¹

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES - 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS - 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE - 20 LEVEL®

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)[€]

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

5 CREDITS IN ANY 30-LEVEL COURSE
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS
AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

■

These courses may include

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses⁸
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

(continued)

Diploma and Certificate Requirements

- There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see <u>Alberta High School Diploma Requirements for Francophone Students English Language Arts below.</u>
- The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- 3 See information on exemption from the physical education requirement.
- See information on exemption from the CALM requirement.
- Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- 6 Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- 30-level English language arts, 30-level Français or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Mature students should consult the Mature Students section for applicable requirements.

Alberta High School Diploma Requirements for Francophone Students – English Language Arts

Francophone students who use Français 30-1 or Français 30-2 to meet the language arts requirements for an Alberta High School Diploma must also complete English Language Arts 30-1 or 30-2. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone Regional authority from meeting the English Language Arts 30-1 or 30-2 Alberta High School Diploma requirement provided that

- the student entered the Alberta school system within five years of the anticipated completion year; and
- the principal deems the student does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 30-1 or 30-2.

The principal must report the exemption in PASI at the time it is granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For more information, contact French Language Education Services.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS[●] including the following:

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS) 6

5 CREDITS IN

- 30-level Knowledge and Employability occupational course, or
- 30-level Career and Technology Studies (CTS) course, or
- 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course, 4 or
- 30-level Green Certificate course. or
- Special Projects 30

OR

5 CREDITS IN

- 30-level Registered Apprenticeship Program (RAP) course
- To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- 2 See information on exemption from the physical education requirement.
- 3 See information on exemption from the CALM requirement.
- 4 Refer to the Off-campus Education Handbook for additional information.
- Refer to the Alberta Education website for additional <u>Green Certificate</u> information.
- 6 Refer to the Off-campus Education Handbook for additional information.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (FRANCOPHONE)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS[●] including the following:

FRANÇAIS 20-2 OR 30-4

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS) 3

CAREER AND LIFE MANAGEMENT (3 CREDITS)

5 CREDITS IN

- 30-level Knowledge and Employability occupational course, or
- 30-level Career and Technology Studies (CTS) course, or
- 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course, or
- 30-level Green Certificate course. 6 or
- Special Projects 30

OR

5 CREDITS IN

- 30-level Registered Apprenticeship Program (RAP) course
- To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. For more information, see Certificate of High School Achievement Requirements for Francophone Students English Language Arts below.
- 3 See information on exemption from the physical education requirement.
- See information on exemption from the CALM requirement.
- Refer to the Off-campus Education Handbook for additional information.
- 6 Refer to the Alberta Education website for additional Green Certificate information.
- Refer to the Off-campus Education Handbook for additional information.

Certificate of High School Achievement Requirements for Francophone Students – English Language Arts

Francophone students who use Français 20-2 or Français 30-4 to meet the language arts requirements for a Certificate of High School Achievement must also complete English Language Arts 20-2 or 30-4. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone Regional authority from meeting the English Language Arts 20-2 or 30-4 Certificate of High School Achievement requirement provided that

- · the student entered the Alberta school system within five years of the anticipated completion year; and
- the principal deems the student does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 20-2 or 30-4.

The principal must report the exemption in PASI at the time it is granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 80 credits to earn a Certificate of High School Achievement.

For more information, contact French Language Education Services.

Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, in accordance with policies of the school authority and the provisions in the *Guide*.

Grade 10 Students

For the purpose of determining a student's high school completion requirements, the following applies: Upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education. Also see <u>Mature Students</u> in the Diploma and Certificate Requirements section for information regarding those who entered senior high school before the 1994–1995 school year.

Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered individually on a case-by-case basis, as deemed appropriate, to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has successfully completed each core junior high school course by acceptably achieving the learning outcomes (general and specific), has acceptably achieved all of the learning outcomes (general and specific) in all enrolled optional courses, and shows special interest and signs of high potential in subject areas that are part of a high school completion program.

A decision to extend this opportunity to a student is based on the best interests of the student and follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The following senior high school courses cannot be taken for credit by students enrolled in a junior high school:

- all English as a Second Language courses
- all Green Certificate Program courses
- all intermediate-level (2000 series) and advanced-level (3000 series) CTS courses
- Career and Life Management (CALM)
- Career Internship 10
- high school K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- locally developed courses, with the exception of locally developed language courses
- Registered Apprenticeship Program 15-25-35

Student Placement and Promotion

- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

Note: Only a Francophone school in Alberta can offer credit for Français courses.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students must ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. The junior high school principal submits the marks into PASI. Once submitted, the marks will appear on the student's transcript.

School authorities whose students take courses for senior high school credits while in junior high school, including heritage language credit courses, will not receive credit enrolment unit funding for those courses completed. For more information, see the *Funding Manual for School Authorities*.

Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not typically equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma. However, recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, the Provincial Dual Credit Strategy continues to create opportunities for high school students to earn both high school and post-secondary credits for the same coursework. Completion of dual credit courses may be considered for credit toward the Alberta High School Diploma. For more information, see Awarding and Reporting Dual Credits.

Evaluation of Out-of-province/Out-of-country Educational Documents

Students entering an Alberta-accredited senior high school program from outside Alberta should submit transcripts, or other official statements of previous standing in senior secondary coursework, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses. For courses the student has been evaluated as passing, credits may be awarded or, if no equivalent Alberta approved senior high school course is available, unassigned credits may be awarded.

This assessment of documents should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the <u>Diploma and Certificate Requirements</u> section. Students who are assessed as passing a 30-level course are not required to take the Alberta diploma examination to receive credit for that course.

Evaluations of coursework completed outside of an Alberta-accredited school are to be reported with a mark of "P" for pass. Only evaluations resulting in a "P" for pass are to be reported. All marks are submitted into PASI. The Alberta Transcript of High School Achievement will report the course code and credits awarded for the evaluation. If the student wishes to have a percentage mark reported on the Alberta Transcript of High School Achievement, they must complete the course within an Alberta-accredited school. This can be done either by enrolling in and successfully completing the course, or by completing a course challenge. For diploma examination courses the student must also complete the diploma examination.

Student Placement and Promotion

Former students of a Francophone education program from outside Alberta entering an Alberta non-Francophone high school may be granted credits for either French as a second language or French language arts but not for Français. Only a Francophone school can offer credit for Français.

Schools must **not** use the following when evaluating out-of-province documents:

- Special Projects 10, 20, 30
- Work Experience 15, 25, 35.

For the evaluation of out-of-country documents, including information on the comparison of grade levels based on the achievement of specific secondary level credentials, principals may wish to consider the following sources:

- The <u>Canadian Information Centre for International Credentials (CICIC)</u> has online country education profiles and comparison tools as well as guiding principles for the recognition of foreign credentials.
- The <u>International Qualifications Assessment Service</u> has also developed <u>International Education Guides</u> as
 resources for educational institutions, employers and professional licensing bodies. The International
 Education Guides provide current and comprehensive profiles of the educational systems (secondary and
 post-secondary) in other countries and how credentials from these countries compare to educational
 standards in Canada.

An <u>Alberta High School Diploma</u> is not to be issued solely on the basis of the evaluation of out-of-province credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

In the case of a dispute over the number of senior high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the Special Cases Committee. This committee deals with matters requiring the interpretation and application of policy relative to individual students. The final procedural level in the appeal process is the Minister of Education.

The Special Cases and Accommodations Team may be contacted by email at Special.Cases@gov.ab.ca. The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, at

Provincial Assessment Sector, Alberta Education 6th Floor 44 Capital Boulevard, 10044 – 108 Street Edmonton, Alberta T5J 5E6

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeals to Alberta Education in these instances.

Visiting or Exchange Students

Registration

Visiting or exchange students from another province or country who wish to complete a course for credit must register with the appropriate school authority.

Statement of Achievement

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education in the form of the Alberta Transcript of High School Achievement and would reflect only the courses the student actually completed in an Alberta school.

Diploma Examinations

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1 and English Language Arts 30-2 diploma examinations must be written in English. The Français 30-1 and French Language Arts 30-1 diploma examinations must be written in French. The diploma examinations in Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30 may be written in either English or French.

For more information about the writing of diploma examinations, see the <u>Diploma Examinations Program General Information Bulletin</u>.

For information regarding fees, see Eligibility to Write in the Student Assessment in Senior High School section.

International Education and Study Permits

Contact <u>International Education Services</u> for information about international education initiatives, student exchanges and right of access to education for students from another country.

For information on study permits and the application process, contact <u>Immigration</u>, <u>Refugees and Citizenship</u> Canada.

PROGRAM ADMINISTRATION AND DELIVERY – STUDENT ASSESSMENT IN SENIOR HIGH SCHOOL

Introduction

School Act, Section 39(3)(c)
Student Evaluation Regulation, AR 177/2003

The Student Evaluation Regulation governing the evaluation of students has been developed under section 39(3)(c) of the School Act.

Further to the <u>Student Evaluation Policy</u> in the Policies section of the *Guide*, this section provides additional information on student assessment in senior high school.

Reporting Student Achievement in Senior High School Courses

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

High schools that provide the instruction or assessment to the student are the only schools authorized to submit the student's mark or evaluation to Alberta Education.

Schools must use one of the following designations when submitting into PASI the results of student achievement in either a regular (including diploma examination) course or a Career and Technology Studies (CTS) course.

REPORTING COURSE COMPLETION STATUS

| Designation | Course Completion Status | Mark |
|------------------|--|---|
| COM (complete) | A "complete" (COM) status should be used when a student finishes a regular course with a mark of 0–100%, or when a student successfully completes a CTS course with a mark of not less than 50%. | A mark is submitted to Alberta Education. The course appears on the student transcript. |
| | A course completion status of COM may be used for all courses. | |
| WDR (withdrawal) | A "withdrawal" (WDR) status should be used when a student chooses not to complete a course and the school agrees to remove the student from the course. | No mark is submitted to Alberta Education. The course does not appear on the student transcript. |
| | A course completion status of WDR may be used for all courses. | |
| INC (incomplete) | An "incomplete" (INC) status should be used when a student does not withdraw from a CTS course and does not successfully complete the course with a mark of 50% or greater. | No mark is submitted to Alberta Education. The course does not appear on the student transcript. |
| | A course completion status of INC may be used only for CTS courses. | |

(continued)

| Designation | Course Completion Status | Mark |
|-------------|--|---|
| Registered | A "registered" status should be used if submitting a course enrolment into PASI in advance of the student starting the course. | No mark is submitted to Alberta Education. The course is not completed yet, so it does not appear on the student transcript. |
| Active | An "active" status should be used if submitting a course enrolment into PASI after the student has started taking the course but prior to a mark being assigned. | No mark is submitted to Alberta Education. The course is not completed yet, so it does not appear on the student transcript. |

Achievement in all senior high school credit courses is to be reported, with the appropriate designation, in PASI. When funding is requested, all funding conditions must be met and all supporting documentation maintained regardless of the completion status reported. For more information, see the *Funding Manual for School Authorities*.

School-awarded marks in diploma examination courses shall be reported in PASI by the dates specified in the Schedules and Significant Dates section of the <u>Diploma Examinations Program General Information Bulletin</u>.

School-awarded marks in all non-diploma examination courses shall be reported in PASI in accordance with Student Records' Schedule of Activities, available under HelpDesk Operations on the <u>secured Education site</u>, or as otherwise specified by PASI and Student Records.

Reporting CTS Courses

Students must be individually assessed and graded on each 1-credit CTS course taken.

Schools are to report all successfully completed CTS courses in PASI, along with an awarded mark of not less than 50% for each 1-credit course. Schools also report CTS courses in which the student has an incomplete or withdrawal status. See Reporting Course Completion Status in this section.

Challenged CTS courses and waived prerequisite CTS courses are also to be reported. See <u>Course Challenge</u> and <u>Waiver of Prerequisites and Credits for Waived Prerequisite Courses</u> in the Awarding Course Credits section.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the *Funding Manual for School Authorities*.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, in PASI, at the time of granting the exemption.

Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the <u>senior high school</u> <u>programs of study</u>. Students enrolled in the following courses are required to write diploma examinations:

- · Biology 30
- · Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30-1
- French Language Arts 30-1
- Mathematics 30-1
- Mathematics 30-2
- Physics 30
- Science 30
- Social Studies 30-1
- Social Studies 30-2.

The final mark for diploma examination courses is determined by blending the diploma examination mark (30%) with the school-awarded mark (70%). To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1 and English Language Arts 30-2. Students may elect to write either the French or English language version of the respective examination.

For more information on <u>diploma examinations</u>, see the following documents available on the Alberta Education website:

- Diploma Examinations Program General Information Bulletin
- · Information for Students and Parents
- Information bulletins for each course in which a diploma examination is administered—these bulletins can be found on the <u>subject-area web pages</u>.

Registering for Diploma Examinations

All students currently enrolled in diploma examination courses writing the diploma examination for the first time must be registered by their senior high school principal. All first-time diploma examination writing registrations are to be submitted by the school into PASI.

Students who have written a diploma examination within the current year, or the past two years, and wish to rewrite it, must register directly with Alberta Education and pay the required non-refundable rewrite registration fee. This can be done <u>online</u> or by submitting a <u>Diploma Exam Registration/Rewrite Form</u>. Schools cannot register a student to rewrite a diploma examination.

Mature students and students not currently enrolled in a diploma examination course who wish to write a diploma examination must register directly with Alberta Education. This can be done <u>online</u> or by submitting a <u>Diploma Exam Registration/Rewrite Form</u>.

All diploma examination registrations must be submitted by the appropriate due date as published in the *Diploma Examinations Program General Information Bulletin*.

Student Assessment in Senior High School

All schools or writing centres offering diploma examinations must submit their Diploma Examination Sittings into PASI.

Special Writing Centres outside Alberta may be authorized upon application to and approval by the <u>Special Cases and Accommodations Team</u>.

Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current <u>Diploma Examinations Program General</u> <u>Information Bulletin</u> available in all senior high schools or on the Alberta Education website.

Eligibility to Write

Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.

Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.

Students who have been awarded credit previously for a course may register to write a diploma examination for that course. Students who have written a diploma examination within the current year, or the past two years, and wish to rewrite it, must register directly with Alberta Education and pay the required non-refundable rewrite registration fee. This can be done online or by submitting a Diploma Exam Registration/Rewrite Form.

<u>Mature Students</u>, as defined in the Diploma and Certificate Requirements section, may register to write the diploma examination without taking instruction.

Students who are not funded by Alberta Education or who are not on a reciprocal exchange are required to pay a non-refundable registration fee to write a diploma examination. For more information, see the <u>Diploma</u> Examinations Program General Information Bulletin.

Students who are in a home education program are eligible to write diploma examinations. See the *Home Education Regulation*.

Rewrite Fees

Students who intend to rewrite one or more diploma examinations are required to register directly with Alberta Education and pay a non-refundable rewrite registration fee for each examination. This can be done <u>online</u> or by submitting a <u>Diploma Exam Registration/Rewrite Form</u>. This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school or distance learning.

Students are charged a non-refundable rewrite registration fee for a diploma examination if they have written examinations in this course within the current school year or the two school years prior to the current school year.

Accommodations for Students with Special Diploma Examination Writing Needs Student Evaluation Regulation, AR 177/2003

Students with special diploma examination writing needs may require accommodations to write a diploma examination.

A list of accommodations and the processes related to requesting them are found in the Diploma Exam Accommodations section of the *Diploma Examinations Program General Information Bulletin*.

For assistance and inquiries regarding the use of accommodations for diploma examinations, contact the Special Cases and Accommodations Team.

Exemption from Writing Diploma Examinations

Under specific circumstances, a partial or full exemption from the diploma examination may be granted upon application to and approval by the <u>Special Cases and Accommodations Team</u>. For more information, see the <u>Diploma Examinations Program General Information Bulletin</u>.

Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations can retrieve their Diploma Examination Results Statement from the student self-service website called <u>myPass</u>. The statement shows the diploma examination mark received for the writing session specified, the school-awarded mark for the writing session specified, and the most recent official mark for the diploma examination course.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the official mark, for transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course.

Reporting Results of the Provincial Assessments

The school principal must report annually to the parents of students in the school and to the school community the school's results on provincial assessments, including information on the local context and the limitations of assessments. The school principal must report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released/web-posted annually by the Minister in the fall. Prior to this release/web-posting, a multiyear summary report containing examination results, school-awarded results and final combined results for all diploma examination administrations is provided to schools and school authorities via a secure website. Following the ministerial release, the <u>multiyear summary reports</u> are provided on Alberta Education's website. For more information, schools can refer to <u>School Authority Planning and Reporting</u> on the Alberta Education website.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may

- appeal under the policies set by the school authority, or
- · take the course again.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted into PASI before the official release dates of Results Statements. These dates are published in the annual <u>Diploma Examinations Program General Information Bulletin</u>.

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted for approval into PASI.

Diploma Examination Marks

A student who believes that their diploma examination mark does not appropriately reflect their achievement may

- submit a written request for a rescore to the <u>Provincial Assessment Sector</u>, in accordance with the terms and date specified on the appropriate results statement, or
- rewrite the examination at a later administration date. Some diploma examinations may not be available
 for rewrite during certain examination administration periods. For more information, see the <u>Diploma</u>
 <u>Examinations Program General Information Bulletin</u>.

Rescoring a Diploma Examination

A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education. This fee is refunded if the examination mark increases by 5% or more as a result of rescoring.

The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High School Diplomas, Certificates and Transcripts

Student Records issues the Alberta High School Diploma, the High School Equivalency Diploma, the Certificate of High School Achievement or the Certificate of School Completion to students who meet the requirements. The Detailed Academic Report is an unofficial document that contains a student's entire senior high school record and can be accessed and printed directly by the student on myPass.

For a fee, students may request that an Alberta Transcript of High School Achievement be sent to themselves, an employer or a post-secondary institution. The request and payment can be submitted on myPass. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported.

It is the responsibility of the student to request a new transcript when their information has been updated. Students can view unofficial copies of transcripts using myPass.

Language Versions

Diplomas and certificates are generally issued in English. Principals of schools with alternative French language programs (including French immersion) are expected to advise their students that they can request a French version of their diploma or certificate. Principals should submit a letter to Student Records naming those students wanting French diplomas or certificates. For students registered in a Francophone school, diplomas and certificates are automatically issued in French.

Using myPass, students may request their credential be reprinted in English or French. Transcripts in English or French may also be requested by the student using myPass. The Detailed Academic Report is available in English only.

Provisions for Mature Students

Mature students may earn senior high school credits without holding credits for the prerequisite courses. For more information, see <u>Mature Students</u> in the Diploma and Certificate Requirements section.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school authority from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the receiving school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are submitted into PASI, the principal may only submit a "P" for pass, not a grade or percentage score.

PROGRAM ADMINISTRATION AND DELIVERY - AWARDING COURSE CREDITS

Introduction

After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the principal, subject to the following ministry requirements:

- Instruction is the responsibility of qualified teachers holding valid Alberta teaching certificates.
- Instructional time allocated to each course meets the minimum times specified by Alberta Education.
- The content of each course follows that outlined in the <u>senior high school programs of study</u> and/or course(s) approved by the Minister and/or by the school authority.
- The senior high school is operating in accordance with the Guide to Education: ECS to Grade 12.
- Student evaluation is carried out in accordance with school authority policy and is consistent with the Student Evaluation Policy.
- School-awarded marks in diploma examination courses and final marks in all other senior high school
 courses are endorsed by the principal in accordance with school authority requirements. School-awarded
 marks are subsequently submitted to Alberta Education for recording at a time and in a manner
 determined by the Minister.

Rules Governing Awarding of Credits

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course.

Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the Alberta Transcript of High School Achievement.

Number of Senior High School Credits in French as a Second Language and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. Students may earn any number of credits in the study of second languages, but a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Awarding and Reporting Dual Credits

Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, the <u>Provincial Dual Credit Strategy</u> continues to create more opportunities for high school students to earn both high school and post-secondary credits for the same coursework and allows for these opportunities to be reported on the Alberta Transcript of High School Achievement.

High schools that have a dual credit partnership with a post-secondary institution (e.g., through a memorandum of understanding) may designate in PASI, through the use of the Dual Enrolment Flag (DEF), that a high school course is aligned with a post-secondary course. Principals will be able to flag courses taken through a dual enrolment and will be asked to select the post-secondary institution through which the courses were taken.

Awarding Course Credits

Where a student is enrolled in high school and presents an approved external credential to their school, credits may be awarded by the principal for courses associated with that credential and a mark of "P" for pass is submitted into PASI. In addition, the external credential can be added to the student's record in PASI. The Alberta Transcript of High School Achievement will report the approved external credential as well as the course codes and credits awarded.

For more details on dual credit, approved external credentials and their associated course codes, contact <u>Citizenship and Career Pathways Branch</u>.

Course Sequence Transfer

For details on awarding course credits to students who transfer course sequences, see <u>Course Sequence</u> <u>Transfer</u> in the Courses and Programs section.

Prerequisite Standing

School Act, Section 39

In accordance with the Minister's authority under section 39 of the *School Act*, a student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. For more information, see the <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website.

Course Challenge

Course challenges are intended to

- · meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

The course challenge provision allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

Definitions

Assessment refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of the student's work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence.

Course sequence refers to a sequence of courses that together constitute a complete set of prerequisites (e.g., French Language Arts 10-1, 20-1, 30-1).

Summative evaluation refers to the final evaluation of learning outcomes.

Diploma Examination Courses

The course challenge provision applies to non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (70%) and the diploma examination mark (30%). Course challenge in diploma examination courses applies only to the school-awarded mark component of the course and, therefore, will **not** result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Course Challenge for Languages

In the assessment process for a language course challenge, students need to perform a number of oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged. Student performance and quality of work are to be evaluated by an Alberta certificated teacher who has expertise in the language course being challenged. Only a Francophone school in Alberta can offer course challenge and credit for Français.

Français 30-1, 30-2

Senior high school students whose parents have rights under section 23 of the <u>Canadian Charter of Rights and Freedoms</u>, and who are currently attending a school other than one administered by a Francophone Regional authority, may challenge Français 30-1 or 30-2 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in this section apply.

Exceptions

The course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course.

Students are not permitted to challenge the following courses:

- Agriculture Safety (AGR3000)
- all Green Certificate Program courses
- all Registered Apprenticeship Program (RAP) courses
- Career Internship 10
- locally developed courses, with the exception of locally developed language courses
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Workplace Practicum 20-4 and 30-4
- Workplace Readiness 10-4
- Workplace Safety Systems (HCS3000).

Students

Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal. For diploma examination courses, this applies only to the school-awarded mark component.

Awarding Course Credits

The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).

A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.

A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

High School Principal

Course challenges shall be administered by a senior high school according to its policy (in addition to school authority policy) only after the student is enrolled in senior high school.

A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to successfully handle the course at the next level. For more information, see the Marks, Credits and Reporting section below.

The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course.

The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course. Only a principal of a Francophone school in Alberta can award credit for Français courses.

The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.

Marks, Credits and Reporting

The senior high school principal shall report a student's achievement in a course challenge according to the requirements in <u>Reporting Student Achievement in Senior High School Courses</u> in the Student Assessment in Senior High School section.

A student who successfully demonstrates through the course challenge process that they possess the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.

[•] Heritage Language Schools should contact the <u>Programs of Study and Resources Sector - Mathematics</u>, <u>Arts and Communication</u> for guidelines in the administration of the course challenge provision.

Awarding Course Credits

The percentage mark for the course challenge is to be reported in PASI.

The principal must ensure that the student challenging a course is aware that, upon the student's successful completion of a course challenge, waived prerequisite credits and either a percentage mark or a "P" for pass are granted by the principal for courses lower in the course sequence. If a student wishes to receive a percentage mark on their Alberta Transcript of High School Achievement for prerequisite courses, the student must successfully challenge each individual course. In this situation, it is recommended that the student challenge the course sequence in sequential order (i.e., 10-level, then 20- and 30-levels respectively). Otherwise, upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" will be granted by the principal for courses lower in the course sequence.

For example, if a student wishes to challenge Spanish Language and Culture 30-3Y and also earn percentage marks for Spanish Language and Culture 10-3Y and Spanish Language and Culture 20-3Y, then the student should challenge the course sequence in sequential order. Otherwise, the student who only challenges Spanish Language and Culture 30-3Y will receive a "P" for Spanish Language and Culture 10-3Y and 20-3Y. For more information, see <u>Waiver of Prerequisites and Credits for Waived Prerequisite Courses</u>.

If a student chooses to take the course in the same semester in which they attempt a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's Alberta Transcript of High School Achievement.

A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise their mark, the student is required to take the course.

School Authorities

Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.

Each school authority shall establish procedures to communicate to parents and students the availability of and procedures for course challenges.

A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, except for those courses in the <u>Exceptions</u> section above.

A school authority may choose to accommodate requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (e.g., personal transportation). A student wishing to challenge Français courses should be referred to a Francophone Regional authority.

Funding

Consult the <u>Funding Manual for School Authorities</u> for funding information related to the course challenge provision.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in the <u>Provincially Authorized Senior High School Courses and Course Codes</u> on the Alberta Education website may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- The student possesses the knowledge, skills and attitudes identified in the waived course or program of studies.
- Judgements are made on an individual basis, not for an entire class of students.
- · It is in the student's best interest.

Note that only a principal of a Francophone school in Alberta can award a waiver of prerequisites and/or credits for waived prerequisite Français courses.

In the case of CTS, the student must present documentation that indicates that they have met the learning outcomes and safety requirements of the prerequisite course. This documentation could be

- an external industry certificate
- · records from a junior high class
- · a letter from a previous teacher or principal
- a credible portfolio
- · an existing project that demonstrates their skills.

The principal must also take into consideration that the prerequisite course may be one in a series of courses required for admission into a post-secondary institution or to qualify for an external industry certificate and, therefore, requires an actual grade.

Examples:

- A student who is waived into English Language Arts 30-1 and successfully completes the course receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.
- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.
- A student who successfully completes English Language Arts 10-1 then earns credits for English Language Arts 30-2 should receive waived credits for English Language Arts 20-2.

Upon the student's successful completion of the next or higher-level course in a given sequence, the principal shall report any waived prerequisite course or courses in PASI. Only a "P" is accepted for the mark. Credits are then granted for the waived prerequisite course or courses. The Alberta Transcript of High School Achievement will report the course code and credits awarded. The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

Exceptions

The waiver provision outlined above does not apply to the following courses:

- Agriculture Safety (AGR3000)
- all Green Certificate Program courses
- Career Internship 10
- locally developed courses, with the exception of locally developed language courses
- Physical Education 10
- Registered Apprenticeship Program 15-25-35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Workplace Practicum 20-4 and 30-4
- Workplace Readiness 10-4
- · Workplace Safety Systems (HCS3000).

Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students under <u>Mature Students</u> in the Diploma and Certificate Requirements section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied:

COURSES ELIGIBLE FOR RETROACTIVE CREDITS⁰

| Registered Course | Alternative | Alternative |
|----------------------------|----------------------------|----------------------------|
| Reported Failed: | Course Passed: | Retroactive Credits: |
| Semester/School Year A | Semester/School Year B | Semester/School Year B |
| English Language Arts | | |
| English Language Arts 20-1 | English Language Arts 30-2 | English Language Arts 20-2 |
| English Language Arts 10-1 | English Language Arts 20-2 | English Language Arts 10-2 |
| English Language Arts 10-2 | English Language Arts 20-4 | English Language Arts 10-4 |
| Français 2 | | |
| Français 10-1 | Français 20-2 | Français 10-2 |
| Français 20-1 | Français 30-2 | Français 20-2 |
| Français 10-2 | Français 20-4 | Français 10-4 |
| French Language Arts | | |
| French Language Arts 10-1 | French Language Arts 20-2 | French Language Arts 10-2 |
| French Language Arts 20-1 | French Language Arts 30-2 | French Language Arts 20-2 |

(continued)

| Registered Course Reported Failed: Semester/School Year A | Alternative Course Passed: Semester/School Year B | Alternative Retroactive Credits: Semester/School Year B |
|--|--|--|
| Mathematics | | |
| Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2 | Mathematics 20-3 Mathematics 20-4 Mathematics 30-2 Mathematics 30-3 | Mathematics 10-3 Mathematics 10-4 Mathematics 20-2 Mathematics 20-3 |
| Social Studies | | |
| Social Studies 10-1 Social Studies 20-1 Social Studies 10-2 | Social Studies 20-2 Social Studies 30-2 Social Studies 20-4 | Social Studies 10-2 Social Studies 20-2 Social Studies 10-4 |
| Science | | |
| Science 10 Science 14 | Science 24 Science 20-4 | Science 14 Science 10-4 |

- The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.
- Note that only a Francophone school in Alberta can award retroactive credits for Français.

Courses for which retroactive credits have been granted will have the course code and credits reported on the Alberta Transcript of High School Achievement.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A"/School Year "A."
- At the end of Semester "A"/School Year "A," the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student's file for the student to be eligible for retroactive credits in the following years.
- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester "B"/School Year "B."
- The principal subsequently submits into PASI, in the appropriate reporting period for Semester "B"/ School Year "B," a pass mark in the higher-level alternative course completed.

PROGRAM ADMINISTRATION AND DELIVERY - SPECIAL CASES COMMITTEE

Frame of Reference of the Committee

Student Evaluation Regulation, AR 177/2003

The Minister, under section 12 of the Student Evaluation Regulation, may appoint members of the Special Cases Committee.

Membership of the Committee

The Committee is chaired by the Director, Examination Administration, and is composed of five other directors or executive directors of Alberta Education, or their designates, as approved by the chair.

Responsibilities of the Committee

The Committee is responsible for hearing appeals resulting from decisions on matters, including the following:

- · rulings related to disputed out-of-province high school credit decisions
- · rulings on disputed evaluations, results of evaluations or diploma requirements
- rulings on student evaluation or diploma requirements where no Alberta Education policy or precedent exists
- · determining the mature student status of individuals
- · reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate under the circumstances.

The Committee will only consider matters that have been previously considered by the school, board and Special Cases and Accommodations Team where the matter remains unresolved. On receipt of a decision of the Special Cases Committee, the person who made the request(s) may request in writing that the Minister of Education review the decision.

Directions for Contacting the Committee

Individuals who have explored all other avenues of appeal at their school authority level and with the Special Cases and Accommodations Team may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission must provide reasons for the appeal, along with any other supporting information and documentation, if necessary. The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, at:

Provincial Assessment Sector, Alberta Education 6th Floor 44 Capital Boulevard, 10044 – 108 Street Edmonton, Alberta T5J 5E6

Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent, if applicable, of the school authority where the individual received instruction.

PROGRAM ADMINISTRATION AND DELIVERY

Special Cases Committee

Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal.

Students shall be informed of their right of appeal to the Special Cases Committee.

For more information on the Special Cases Committee, contact the Executive Secretary, Special Cases Committee, <u>Provincial Assessment Sector</u>.

Introduction

School Act, Section 39(1)

Pursuant to section 39(1) of the School Act, the Minister may authorize instructional materials for use in schools.

Learning and teaching resources are those print, non-print and digital resources used by students and/or teachers to facilitate learning and teaching. Many learning and teaching resources—developed by publishers, Alberta Education or Alberta teachers—are available for use in implementing school programs.

Alberta Education authorizes learning and teaching resources in four categories:

- · student basic resources
- student support resources
- · teaching resources
- · distributed learning resources.

Authorization indicates that the resources meet Alberta Education's evaluation criteria (e.g., curriculum congruency; instructional and technical design; <u>Guidelines for Recognizing Diversity and Promoting Respect;</u> preference for Canadian content; and <u>Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum</u>); however, the use of authorized resources is not mandatory for program delivery.

A <u>database</u> of all authorized learning and teaching resources is available on LearnAlberta.ca. Some authorized learning and teaching resources and provincial resource subscriptions are also available digitally from LearnAlberta.ca.

Under section 60(2)(b) of the *School Act*, a school board may develop or acquire instructional materials for use in programs or in schools, subject to section 39. In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency; instructional and technical design; *Guidelines for Recognizing Diversity and Promoting Respect*; preference for Canadian content; and *Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum*.

For more information on authorized learning and teaching resources, contact the <u>Operations and Implementation Support Sector – Business Support and Resource Authorization Standards</u>. For information on French-language authorized learning and teaching resources, contact <u>French Language Education Services</u>. For information on the learning and teaching resources and provincial resource subscriptions available digitally from <u>LearnAlberta.ca</u>, contact <u>LearnAlberta.Feedback@gov.ab.ca</u>.

Student and Teacher Resources

Student and teacher resources are high quality resources that support student learning and the implementation of Kindergarten to Grade 12 programs of study and educational initiatives. Based on the extent to which they meet evaluation criteria, resources are authorized by Alberta Education as

- student basic resources, which address the majority of general and specific outcomes of a course(s), or address the majority of general outcomes and/or specific outcomes across two or more grades or subject areas in the provincial programs of study, or substantial components of an educational initiative
- student support resources, which address some of the general and specific outcomes of a course(s), or address some of the general and/or specific outcomes across two or more grades or subject areas in the provincial programs of study, or some components of an educational initiative
- **teaching resources**, which support the implementation of courses, provincial programs of study, or educational initiatives, or the attainment of the goals and standards applicable to the provision of education as stated in the *Ministerial Order on Student Learning*.

RESOURCES AND SERVICES

Alberta Education does not prescribe any one method of teaching over another. Teachers are expected to use their professional judgement and knowledge to select the most appropriate methods of teaching that best meet the needs of their students. However, the practice of teachers is described in the <u>Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (#016/97)</u>. The ministry authorizes student and teacher resources to assist teachers in identifying instructional materials to support student learning. The use of authorized resources is not mandatory. Student and teacher resources may include print and digital formats used in a variety of settings and delivery modes to facilitate the implementation of provincial courses and programs of study, and educational initiatives.

Distributed Learning Resources

Distributed learning resources are available for students and teachers in Alberta from <u>LearnAlberta.ca</u>. These resources are designed in a modular format, with each module consisting of student-centred learning resources that motivate and guide students as they work through a variety of learning experiences, assessment opportunities and integrated multimedia. Distributed learning resources meet the evaluation criteria and address the general and specific outcomes of a course as outlined in the provincial programs of study.

Educational Standing Offers

Alberta Education, in consultation with stakeholders, has established a series of Educational Standing Offers (ESOs) for a wide variety of products and services. The ESO system enables jurisdictions to acquire products from a centralized catalogue at education pricing levels that would not be available using independent purchasing arrangements.

For more information about ESOs, visit <u>Educational Standing Offers General Info</u> on the Alberta Education website.

Services for Children/Students with Visual Impairments

For children/students with visual impairments, Services for Students with Visual Impairments (SSVI) produces and loans to schools alternate format learning resources (e.g., braille, electronic text, large print and digital audio), learning kits and special equipment (e.g., braillers, computers with braille input/output, closed-circuit televisions). To borrow alternate format materials or special equipment, visit Services for Students with Visual Impairments (SSVI) on the Alberta Education website.

To access the special equipment online training modules, visit the Vision Education Alberta website.

Digital Textbook Repository for Students with Disabilities

The digital repository on <u>LearnAlberta.ca</u> houses grades 4 to 12 student basic textbooks in the four core subject areas. School staff can access digital, PDF textbook files by agreeing to follow a specified terms of use agreement. By agreeing to the terms of use, teachers can access these resources for their eligible students with learning, cognitive, physical and vision-loss-type disabilities. For more information on the repository, visit <u>Supports for Visual Impairments</u> on the Alberta Education website.

LearnAlberta.ca

<u>LearnAlberta.ca</u> offers engaging digital learning and teaching resources for Alberta's ECS to Grade 12 community. These multimedia resources can be accessed from any computer with a high-speed Internet connection. Visitors must sign in to access the full complement of resources. Jurisdiction usernames and passwords are distributed to school authorities and school principals.

Alberta Education Contacts

Alberta Education can be contacted in a number of ways. To be connected by telephone toll-free from anywhere in Alberta, dial 310–0000 and when prompted dial the desired number.

General Inquiries: Telephone: 780-427-7219

The electronic address (URL) for Alberta Education is https://education.alberta.ca/.

Unless otherwise noted, the mailing address for Alberta Education is:

44 Capital Boulevard 10044 – 108 Street NW Edmonton, Alberta T5J 5E6

Communications

7th Floor, Commerce Place 10155 – 102 Street Edmonton, Alberta T5J 4L5 Telephone: 780–422–4495 Fax: 780–427–7733

Education Supports Sector

Attendance Board

Telephone: 780-644-2980 Fax: 780-427-5930

Learner Services

Telephone: 780-415-0783 Fax: 780-643-1188

School Accreditation and Standards

Telephone: 780-427-7235 Fax: 780-422-2039

School and Community Supports for Children and Youth

Telephone: 780-422-6538

Services for Students with Visual Impairments

8707 - 51 Avenue

Edmonton, Alberta T6E 5H1 (Temporary address)

Telephone: 780–427–4681 Fax: 780–427–6683 Email: edc.ssvi@gov.ab.ca

Internet: https://education.alberta.ca/supports-for-visual-impairments/description-of-services/

Field Services Sector

Field Services - Central Services

Telephone: 780-427-5381 Fax: 780-422-9682

Field Services - Greater Edmonton Services

Telephone: 780-427-9296 Fax: 780-422-9682

Field Services - Metro Services

Telephone: 780-415-9312 Fax: 780-422-9682

Field Services - North Services

Telephone: 780-427-5394 Fax: 780-422-9682

Field Services - South Services

Telephone: 403–297–6354 Fax: 403–297–3842

Field Services - Technology Leadership Branch

Telephone: 780-427-9042

First Nations, Métis and Inuit Education

Telephone: 780-415-9300 Fax: 780-638-3871

French Education Services Sector

French Language Education Services

Telephone: 780-427-2940 Fax: 780-422-1947

Field Services - Francophone

Telephone: 780-643-1796 Fax: 780-422-1947

Official Languages in Education Programs

Telephone: 780-427-5538 Fax: 780-422-1947

Information and Technology Management Sector

PASI and Student Records

Help Desk

Telephone: 780-427-5318

Email: cshelpdesk@gov.ab.ca

Student Enrolment and Marks

Telephone: 780-422-9337 Email: seam@gov.ab.ca

Transcripts and Diplomas Telephone: 780-427-5732 Email: tad@gov.ab.ca

Operations and Implementation Support Sector

Business Support and Resource Authorization Standards

Telephone: 780-427-5090 Fax: 780-422-9735

Cross Curriculum Infusion

Telephone: 780-638-4132 780-422-9735 Fax:

Curriculum Design Supports and Production

Telephone: 780-415-8626 Telephone: 780-674-5350 (Barrhead)

780-422-9157 780-674-6561 Fax: Fax:

Curriculum Standards and Implementation Coordination

Telephone: 780-644-5170 780-422-9735 Fax:

Policy and Planning Sector

Corporate Planning

9th Floor, Commerce Place 10155 - 102 Street Edmonton, Alberta T5J 4L5

Telephone: 780-422-0870

International Education Services

Telephone: 780-427-2035 Fax: 780-644-2284

Internet: https://education.alberta.ca/international-education/program-benefits/

Legislative Services

9th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-643-0844 Fax: 780-422-5126

Policy Development and Coordination

9th Floor, Commerce Place

10155 - 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780-643-0844 Fax: 780-422-5126

Programs of Study and Resources Sector

Citizenship and Career Pathways

Telephone: 780-427-0010 Fax: 780-422-3745

Mathematics, Arts and Communication

Telephone: 780-427-0010 Fax: 780-422-3745

Sciences and Wellness

Telephone: 780-427-0010 Fax: 780-422-3745

Provincial Assessment Sector

Telephone: 780-427-0010 Fax: 780-422-4200

Special Cases and Accommodations

Telephone: 780-427-0010 Fax: 780-492-1153

Research, System Assurance, Engagement and Teacher Relations Sector

System Assurance

Telephone: 780-643-9193 Fax: 780-415-2481

Strategic Financial Services Sector

School Finance

8th Floor, Commerce Place 10155 – 102 Street Edmonton, Alberta T5J 4L5

Telephone: 780-427-2055 Fax: 780-427-2147

Teaching and Leadership Excellence Sector

Telephone: 780-427-2045 Fax: 780-422-4199

Other Contacts

Alberta Distance Learning Centre

Alberta Distance Learning Centre

Box 4000

4601 - 63 Avenue

Barrhead, Alberta T7N 1P4
Telephone: 780–674–5333
Toll-free: 1–866–774–5333
Internet: http://adlc.ca

Calgary Campus for Alberta Distance Learning Centre

341 – 58 Avenue SE Calgary, Alberta T2H 0P3 Telephone: 403–290–0977

Toll-free: 1-866-774-5333 (ext. 6200)

Edmonton Campus for Alberta Distance Learning Centre

300, 106 Street Tower 10055 – 106 Street Edmonton, Alberta T5J 2Y2 Telephone: 780–452–4655

Toll-free: 1-866-774-5333 (ext. 6100)

Centre francophone d'éducation à distance

300, 106 Street Tower 10055 – 106 Street Edmonton, Alberta T5J 2Y2 Telephone: 780–452–4655

Toll-free: 1-866-774-5333 (ext. 6124)

Lethbridge Campus for Alberta Distance Learning Centre

712 – 4 Avenue South Lethbridge, Alberta T1J 0N8 Telephone: 403–327–2160

Toll-free: 1-866-774-5333 (ext. 6300)

Apprenticeship and Industry Training

10th Floor, Commerce Place 10155 – 102 Street

Edmonton, Alberta T5J 4L5 Telephone: 780–427–8765 Fax: 780–422–7376

Internet: http://tradesecrets.alberta.ca

Queen's Printer Bookstore

Suite 700, Park Plaza Building 10611 – 98 Avenue

Edmonton, Alberta T5K 2P7 Telephone: 780–427–4952 Fax: 780–452–0668

Internet: http://www.gp.alberta.ca

Student Aid Alberta

Box 28000 Station Main Edmonton, Alberta T5J 4R4 Toll-free: 1–855–606–2096

Internet: http://www.studentaid.alberta.ca/

APPENDIX 2: ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS PRIOR TO 1994–1995

| General High School Diploma Requirements | 1987–1988 and prior | 1988–1989 | 1989-1990 through 1993-1994 |
|---|------------------------------|-------------------------|--------------------------------|
| Core | | | |
| English Language Arts/Français Social Studies/Études sociales Mathematics/Mathématiques Science/Sciences Career and Life Management/Carrière et vie Physical Education/Éducation physique | 15 10 5 3 - 2 | 15 15 5 6 3 | 15 15 8 8 3 3 |
| Additional Requirements 10 additional Grade 12-level credits in addition to any Grade 12 English Language Arts and Social Studies credits | 10* | 10 | 10 |
| Specified Credits Unspecified Credits | 45 55 | 57 43 | 62 38 |
| Minimum Credit Requirement | 100 | 100 | 100 |

[★] Social Studies 30 or 33 could be used as five additional 30-level credits for 1987–1988 and for the prior time frame.

| Advanced High School Diploma | 1987–1988 | 1988–1989 through | 1991–1992 through |
|--|-----------|-------------------|-------------------|
| Requirements | and prior | 1991–1992 | 1993–1994 |
| Core | | | |
| English Language Arts/Français | 15 | 15 | 15 |
| Social Studies/Études sociales | 15 | 15 | 15 |
| Mathematics/Mathématiques | 15 | 15 | 15 |
| Science/Sciences | 11 | 11 | 15 |
| Career and Life Management/Carrière et vie | - | 3 | 3 |
| Physical Education/Éducation physique | 2 | 3 | 3 |
| Complementary Category C** | | 10 | 10 |
| Specified Credits Unspecified Credits | 58 | 72 | 76 |
| | 42 | 28 | 24 |
| Minimum Credit Requirement | 100 | 100 | 100 |

^{★★}Category C - Complementary Courses.

A Second Languages

English 10–20–30
French 10–20–30
French 10S–20S–30S
French 10N–20N–30N
French Language Arts 10–20–30
German 10–20–30
Latin 10–20–30
Spanish 10–20–30
Ukrainian 10S–20S–30S
Ukrainian 10S–20S–30S
Ukrainian Language Arts 10–20–30

B Fine Arts

Art 10-20-30 Art 11-21-31 Drama 10-20-30 Music 10-20-30 Music 11-21-31 Music 12

C Business Education

Accounting 10–20–30
Basic Business 20–30
Business Calculations 20
Business Communications 20
Business Education 10–20–30
Computer Literacy 10
Computer Processing 10–20–30
Dicta Typing 20
Law 20–30
Marketing 20–30
Office Procedures 20–30
Record Keeping 10
Shorthand 20–30
Typewriting 10–20–30
Word Processing 30

D Home Economics

Clothing and Textiles 10–20–30 Food Studies 10–20–30 Personal Living Skills 10–20–30

E Industrial Education

Auto Body 12-22-32

Automotives 22-32 Beauty Culture 12-22-32 Building Construction 12-22-32 Drafting 10-20 Drafting 12-22-32 Electricity 22-32 Electricity-Electronics 12 Electronics 22-32 Food Preparation 12-22-32 Graphic Arts 22-32 Health Services 12-22-32 Horticulture 12-22-32 Industrial Education 10-20-30 Machine Shop 12-22-32 Mechanics 12 Piping 12-22-32 **Production Science 30** Related Mechanics 22-32 Sheet Metal 12-22-32 Visual Communications 12-22-32 Welding 12-22-32

F Physical Education

Physical Education 10-20-30

[•] Students in Francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

APPENDIX 3: INTEGRATED OCCUPATIONAL PROGRAM (IOP) CERTIFICATE OF ACHIEVEMENT REQUIREMENTS PRIOR TO 2006

The Certificate of Achievement can be obtained by students who were enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement. For the Certificate of High School Achievement requirements after 2006, refer to the <u>Certificate of High School Achievement Requirements</u>.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

| Subject | Minimum Credits | Minimum Course(s) | Eligible Courses and Credits ⁰ |
|---|---|----------------------|--|
| English Language Arts ^❷ | 8/9 | 2/3 | Eng Lang Arts 16 (3) 26 (3) 36 (3) 36 (3) or Eng Lang Arts 16 (3) 26 (3) and 20-2 (5) or Eng Lang Arts 16 (3) and 20-2 (5) |
| Social Studies | 5/6 | 1/2 | Social Studies 16 (3) 26 (3) or Social Studies 13 (5) or Social Studies 16 (3) 23 (5) |
| Mathematics | 3 | 1 | Mathematics 16 (3) or Mathematics 14 (5) or Mathematics Preparation 10 (3, 5) |
| Science | 3 | 1 | Science 16 (3) or Science 14 (5) |
| Physical Education | 3 | 1 | Physical Education 10 (3, 4, 5) |
| Career and Life Management | 3 | 1 | CALM (3) |
| Core Courses | 25/27€ | | |
| Courses selected from the Occupational Clusters | 40 | 2 | Occupational courses 16 or 10-4 level – recommended minimum of 10 credits |
| AgribusinessBusiness and Office OperationsConstruction and Fabrication | | 2 | 26 or 20-4 level – recommended minimum of 20 credits |
| Creative Arts Natural Resources Personal and Public Services Tourism and Hospitality Transportation | 65/67 Specified Credits 5 13/15 Unspecified Credits 5 | 1 | 36 or 30-4 level – required minimum of 10 credits |

(continued)

Integrated Occupational Program (IOP) Certificate of Achievement Requirements Prior to 2006

- O Credits are indicated in parentheses.
- To be considered for a Certificate of Achievement, a student must successfully complete the English language arts requirements.
- Francophone students in IOP must take Français 10-4 (5), Français 20-4 (5) and Français 30-4 (5), in addition to the English language arts courses indicated above.
- See information on exemption from the CALM requirement.
- Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.
- One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program to meet the 10-credit requirements.
- Students may meet the 40-credit occupational course requirement by completing
 - IOP occupational courses from among the clusters listed above, AND/OR
 - 40 credits in CTS courses including 10 credits in advanced-level (3000 series) courses, AND/OR
 - 40 credits in RAP including two 35-level RAP courses, AND/OR
 - 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
 - any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that
 include a minimum of 10 credits in 35-level RAP courses or 36-level occupational courses or ten advanced-level (3000
 series) CTS courses.

APPENDIX 4: SAMPLE NOTICE AND STUDENT EXEMPTION FORMS: SCHOOL ACT, SECTION 50.1

NOTICE FORM UNDER SECTION 50.1 OF THE SCHOOL ACT

| Date: |
|--|
| Dear Parent/Guardian: |
| Your child is currently enrolled in a course of study or educational program that [circle one] |
| a) includes subject matter that deals primarily and explicitly with |
| b) uses an instructional material or exercise that includes subject matter that deals primarily and explicitly with [specify religion or human sexuality]. |
| The subject matter is contained in the following areas: |
| [identify the theme/outcome of the course of study, educational program, or instructional material, or exercise that contains the subject matter]. |
| The purpose for the inclusion of this subject matter in the course of study, educational program or instructional material, or exercise is |
| [identify the learning outcome associated with the identified subject matter]. |
| Instruction involving the subject matter will be provided on |
| Pursuant to section 50.1(2) of the <i>School Act</i> , you as a parent/guardian may request that your child be excluded from the above-identified instruction, without academic penalty, by having your child either |
| a) leave the classroom or place where the instruction is taking place or where the instructional material is being used for the duration of that part of the instruction; or |
| remain in the classroom or place where the instruction is taking place without taking part in the instruction or use of instructional material. |
| In order to exercise this option, you must sign and return the attached exemption form to[specify individual] on or before the date of the instruction indicated above. If this form is not returned before that date, your child will be included in the instruction above. |
| |
| If you would like additional information about the content of this notification, please contact |
| [specify individual] |
| [identify Principal/Teacher and school board] |

STUDENT EXEMPTION UNDER SECTION 50.1 OF THE SCHOOL ACT

| TO: Principal/Teacher of | [identify school], of [identify school board]. | |
|--|--|--|
| In response to the notice provided to me by the Board of Tr | ool board] dated [date of notice] which my child is enrolled, or an instructional material m in which my child is enrolled, includes subject [specify religion or ent/legal guardian], in accordance with section 50.1(2) [name of child]. | |
| I request that my child (check relevant box) | | |
| ☐ A) Leave the classroom or place where the instruction being used for the duration of that part of the instruction | | |
| OR | | |
| ☐ B) Remain in the classroom or place where the instruinstruction or use of instructional material. | action is taking place without taking part in the | |
| I confirm that I am the parent/legal guardian of and have chosen to exercise my option to have my child exercise my option. I also confirm that it is my obligation to ensure that the on or before the date of the instruction indicated in the notice. | School [name of school] on the dates indicated in the his form is returned to the school principal/teacher | |
| The child to whom this exemption notice applies is: Grade: | [name of child] | |
| | | |
| Parent/Legal Guardian | Date | |
| Independent Student | Date | |

GUADE Education

ECS to Grade 12

September 2004

All changes to Alberta Learning requirements contained in this document are effective the first day of the school year as defined by the school authority.

I, Dr. Lyle Oberg, Minister of Learning, in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3, as amended, authorize this *Guide* for use in Alberta schools.

Minister of Learning

Courses and course codes approved after the printing of this *Guide* will be updated throughout the year in the online version. The newly approved course codes will be shown with a colour shaded background in the online version. As desired, pertinent pages may be printed off for updating print copies of the *Guide*.



GUADIE Education

ECS to Grade 12

September 2004

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ATA LIPRARY 11010 - 142 Storet NW Edmonton, AB TSN 2R1

Minister of Learning

Courses and course codes approved after the printing of this *Guide* will be updated throughout the year in the online version. The newly approved course codes will be shown with a colour shaded background in the online version. As desired, pertinent pages may be printed off for updating print copies of the *Guide*.







Available in electronic format on the Internet at www.learning.gov.ab.ca under Kindergarten to Grade 12 and then Legislation, Regulations and Policies.

Print copies of this Guide are available for purchase from the Learning Resources Centre.

For suggested changes, or questions regarding content, contact the Director, Governance and Program Delivery Branch, Alberta Learning, 780–427–7235. To be connected toll free inside Alberta, dial 310–0000. E-mail <edguide.contact@learning.gov.ab.ca>.

All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S–3, as amended.

The primary intended audience for this Guide is:

| Administrators | ✓ |
|------------------|----------|
| Counsellors | V |
| General Audience | |
| Parents | |
| Students | |
| Teachers | ✓ |

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FOREWORD

Education is the key to our young people being full partners in shaping a global future and in shaping our province's and our nation's future. Quality education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in a world market. Our education system must focus on what all students need to learn and be able to do in order to participate successfully in an economy and society undergoing fundamental changes. Alberta Learning's three-year business plan provides direction for the future of education in Alberta. It is a plan for Alberta students to be prepared well for the world of work and for lifelong learning.

The initiatives in the three-year education plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Learning's leadership role in developing programs for students, in setting standards for education, in communicating these expectations to our partners, and in supporting improvements that better meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

The directions and initiatives outlined in the education plan are reflected in this *Guide*. Some examples of these directions and initiatives include: learning in the workplace through the Registered Apprenticeship Program; the provision for students to learn skills through career and technology studies while at school, and/or with the assistance of business, to deliver some skills programs; the provision of the Kindergarten statement; and the provision for challenge assessments. All of these examples reflect a results orientation to curriculum.



The Guide to Education: ECS to Grade 12 is released by Alberta Learning for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It has been developed to assist in the implementation of the objectives and underlying principles of the School Act. Policies, procedures and organizational information required to operate schools are included, or directions given for obtaining this information. For educators in Francophone schools, please refer to the French edition of this Guide to Education: ECS to Grade 12 entitled Guide de l'éducation, Manuel de la maternelle à la 12^e année.



This Guide serves the following purposes:

- identifies program requirements specified by Alberta Learning, and provides the foundations upon which these requirements are based
- provides information about Kindergarten to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- communicates information useful in organizing and operating Alberta schools to meet the needs of students.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Vision, Mission and Basic Education section of the *Guide* defines basic education and addresses the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

Alberta Learning's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational directions and goals. This *Guide* supports Alberta Learning's objective of providing consistent direction while encouraging flexibility and discretion at the local level.

Definitions

References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this *Guide*, "jurisdiction and/or school authority" means the board of a public or separate school district, a regional division, a school division, charter schools and/or the operator of a private school accredited by the Minister under section 28(2) of the *School Act*.

P

Graduation is defined as having met the requirements to earn an Alberta High School Diploma or an Alberta High School Equivalency Diploma.

Identification of Requirements

This *Guide* contains information on a wide variety of topics. Some of the procedures are mandated; others are discretionary. Appendices 3 and 4, and passages in **boldface**, are either required by definition through this *Guide* or represent text quoted from other, legal, Alberta Learning or Government of Alberta documents and are identified by an "R" beside their corresponding headings in the Table of Contents. Electronically, these same passages also are indicated in **boldface**.

Interdisciplinary Studies

The programs referred to in this *Guide* are outlined in subject area categories. Organization for instruction may be based on these subject categories or on a locally developed integrated programming model.

Internet



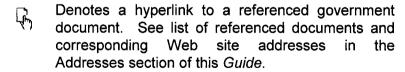
Alberta Learning is on the Internet at www.learning.gov.ab.ca. The site contains information covering all areas of education in the province, from ECS to Grade 12. From the home page, this *Guide* can be found by clicking on Kindergarten to Grade 12 and then clicking on Legislation, Regulations and Policies.

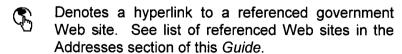
For ease of use and access, the *Guide to Education* is in both pdf and html formats.

The pdf \(\Lambda \) version of the *Guide* is designed for viewing and downloading and may be printed in its entirety or by sections.

The html version of the *Guide* is designed for online viewing, searching and ease of navigation to hyperlinks.

The following icons appear throughout the *Guide*, identifying hyperlinks that can be found in the online html version to referenced government documents, Web sites and other sections within the *Guide*:





Denotes a hyperlink to a referenced section within this *Guide*.

Document Availability



All documents referenced in this *Guide*, including print copies of the *Guide* itself, are available for purchase from the Learning Resources Centre, unless otherwise stated.

Identification of Content Changes

Users are encouraged to familiarize themselves with this document in its entirety. A list of content changes is provided in the accompanying document: Summary of Changes.

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PROGRAM FOUNDATIONS Vision, Mission and **Basic Education**

Vision

The best learning system in the world.

Mission

Alberta Learning through its leadership and work with stakeholders, ensures that learners are prepared for lifelong learning, work and citizenship so they are able to contribute to a democratic, knowledge-based prosperous society.

Goals and Standards Applicable to the Provision of Basic Education in Alberta

Ministerial Order No. 004/98 Section 39(1)(f), School Act February 10, 1998

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.



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Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- (a) read for information, understanding and enjoyment
- (b) write and speak clearly, accurately and appropriately for the context
- (c) use mathematics to solve problems in business, science and daily-life situations
- (d) understand the physical world, ecology and the diversity of life
- (e) understand the scientific method, the nature of science and technology, and their application to daily life
- (f) know the history and geography of Canada and have a general understanding of world history and geography
- (g) understand Canada's political, social and economic systems within a global context
- (h) respect the cultural diversity and common values of Canada
- (i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- (j) recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- (k) know the basic requirements of an active, healthful lifestyle
- (I) understand and appreciate literature, the arts and the creative process
- (m) research an issue thoroughly, and evaluate the credibility and reliability of information sources
- (n) demonstrate critical and creative thinking skills in problem solving and decision making
- (o) demonstrate competence in using information technologies
- (p) know how to work independently and as part of a team
- (q) manage time and other resources needed to complete a task
- (r) demonstrate initiative, leadership, flexibility and persistence
- (s) evaluate their own endeavours and continually strive to improve
- (t) have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Programming Principles



The development of programs to meet the educational needs of students involves more than one level of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the outcomes for the core subjects that apply to all students, as well as those that apply for optional courses or programs. Alberta Learning seeks broad input from educators, business, industry and the community, in planning programs of study.

At the local level, planning involves decisions about how programs of study can be implemented best with particular groups of students and with individual students. This type of planning is referred to as programming.

- Programs of study are established at the provincial level and apply to all students.
- Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, by schools, by teachers and by students.

Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- providing time for learning based on student progress.

Programming decisions are made best at the local level to ensure that the scope of programs offered and the delivery of those programs is responsive to student growth in learning. Decision making at the local level also provides opportunity for effective use of local resources and for local guidelines to be recognized.

General Principles for **Effective Programming**

Outcomes are clearly defined.

Planning is based on assessments of student progress.

Learning experiences are connected.

principles provide a general guide for The following programming.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together, and provides the opportunity for each to take an initiative in support of learning.

The selection and setting of outcomes for student learning should be based on the programs of study. Both general and specific outcomes should be set, and these should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified and communicated to all. The criteria to be used in assessment, the products of their work, and student performance, are all a part of the outcomes.

Ongoing assessment of student progress informs the student, parents and teacher what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been, and is being, learned in others.

Communication between School and Home

Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement with their children's education. The linkage between school and home enables teachers and parents to exchange information, jointly support student learning and ensure continuity of learning experiences.

Connections across Subject Areas

There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas of the curriculum. By making these connections, student learning in each subject area is enhanced, and their ability to apply learning in new situations This helps students see the world as a is improved. connected whole instead of in fragmented bits.

Partnerships between School and Community

What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.

• Consistency between Curriculum and Assessment

Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.

Coordination between Schools

When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize the learning for students, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:

- use of time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- use of a broad range of learning resources, with selection of particular resources according to learner needs and learning traits
- use of a broad range of instructional strategies to provide a variety of ways for viewing subject matter, as well as the opportunity for individual students to learn in a preferred mode
- use of a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- use of a wide variety of assessment strategies to monitor student progress in all areas of the curriculum.

Programming responds to the learning progress of students. Programming responds to developmental stages of students. During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Our knowledge of developmental growth and its relationship to student learning has increased greatly. Much of the information has been outlined in a series of four provincial documents under the umbrella title: *Developmental Framework*.

- Students' Thinking Developmental Framework: Cognitive Domain, 1987
- Students' Interactions Developmental Framework: The Social Sphere, 1988
- Students' Physical Growth Developmental Framework: Physical Dimension, 1988
- The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development, 1991.

Additional information on providing developmentally appropriate programming can be found in *Multiple Intelligences in the Classroom* and *The Disciplined Mind: What All Students Should Understand.*

Indicators of Effective Programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to learning needs.

CHARACTERISTICS

INDICATORS

The learning needs and progress of each student are known.

- Parents are aware of the learning needs and educational progress of their children.
- Teachers are aware of the characteristics and learning needs of individual students.
- Teachers are aware of student progress in previous years.
- Teachers are aware of student progress in other program areas.
- Students are able to describe their learning progress, can identify what they are currently studying, and can identify what they will be working on next.

¹ Thomas Armstrong, Multiple Intelligences in the Classroom, Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1994.

Howard Gardner, The Disciplined Mind: What All Students Should Understand (Simon & Schuster), 1999. Also see Howard Gardner, Intelligence Reframed: Multiple Intelligences for the 21st Century (BasicBooks), 1999.

CHARACTERISTICS

Instruction is based

on the student's current level of

achievement.

Students are able to complete successfully the learning activities they are assigned.

INDICATORS

Students show continuous growth in their learning.

Connections are made between what the student already knows and what the student learns next.

Students can describe the relationship between what they are currently studying and what they have previously studied.

Students are able to apply learning in situations that require a combination knowledge, skills and attitudes from different parts of their programs.

School learning experiences provide challenge.

Students show interest in their studies.

- Parents comment on student interest and achievement.
- Students experience a wide range of approaches to learning.
- At any given time, different students can be observed working on different tasks.
- Students use a variety of sources to complete their work.
- Students take initiative in and show responsibility for their learning.

PROGRAM LEGISLATION:

The School Acto

Introduction

This section of the Guide contains extracts from the School Act that highlight the role expectations for school councils, principals, teachers and students. Sections from the Act regarding student attendance, suspension and expulsion also have been included so that they may be related to the role of the student.

The School Act



The School Act sets out the legal parameters that govern the education of students in the province of Alberta. management, operation and powers of school boards are outlined in the Act.

The Act gives the Minister the authority to set regulations in particular areas. Regulations provide specificity on matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Learning's position on key educational issues. These policies identify expected outcomes and establish direction for action.

Procedures specify how a policy is to be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.



All references to the School Act are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.



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The governance of basic learning in Alberta is guided by the following principles:

- policies and procedures rather than rules are to continue to be used for setting educational goals and directions
- the province is to continue to provide consistent direction, while encouraging flexibility and discretion at the school authority and school level by keeping policies and procedures to a minimum
- all Alberta Learning's regulations, policies and procedures are to be consistent with the objectives and underlying principles of the *School Act*.



The School Act is available for purchase from the Queen's Printer Bookstore, Edmonton or Calgary, or online at www.qp.gov.ab.ca. Note: To view the School Act online, search School Act, select "electronic version," then click "View text of this document."

Role of the School Council



Section 22 of the School Act states:

- (1) A school council shall be established in accordance with the regulations for each school operated by a board.
- (2) The majority of the members of a school council shall be parents of students enrolled in the school.
- (3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.
- (4) A school council may, at its discretion,
 - (a) advise the principal and the board respecting any matter relating to the school,
 - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
 - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

- (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
- (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.

These functions may include, but are not limited to, policies respecting:

- the nature of the programs offered
- the expenditure of money
- the educational standards to be met by students
- the management of the school.
- (6) A school council may make bylaws governing its meetings and the conduct of its affairs.
- (7) Subject to the regulations, a board may develop and implement policies respecting school councils.
- (8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.
- (9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this *Act* and the regulations.
- (10) The Minister may make regulations
 - (a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council:
 - (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
 - (c) respecting any other matter the Minister considers necessary respecting school councils;
 - (d) exempting a school or class of schools from the application of this section.

Role of the Principal



- Section 20 of the School Act states a principal of a school must
- (a) provide instructional leadership in the school;
- (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
- (c) evaluate or provide for the evaluation of programs offered in the school:
- (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister:
- (e) direct the management of the school;
- (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- (g) promote co-operation between the school and the community that it serves;
- (h) supervise the evaluation and advancement of students:
- (i) evaluate the teachers employed in the school;
- (j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

Role of the Teacher



Section 18 of the *School Act* states a teacher while providing instruction or supervision must

- (a) provide instruction competently to students;
- (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this *Act*;
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this *Act*;
- (d) encourage and foster learning in students;

- (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

Role of the Student



Section 12 of the *School Act* states a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others.

Student Attendance



Attendance at school is compulsory for eligible students who, at September 1 in a year, [are] 6 years of age or older, and [are] younger than 16 years of age [School Act, section 13(1)]. School authorities may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13. Enforcing school attendance is described under section 14.

Attendance Board



The Attendance Board provides a means to address and seek solutions to issues or problems regarding attendance at school. Referrals to the Attendance Board, under section 15, are made when a student who is required to attend school under

section 13 does not attend school, and where attempts by the school authority to enforce school attendance under section 14 have not been effective. Under section 126, before referring a matter to the Attendance Board, a school authority shall ensure that the student has been advised of the student's duty to attend school under section 13 and shall ensure that all reasonable effort has been made to enforce the student's attendance at school.

Section 128 Order of [the Attendance] Board

For the purpose of conducting a hearing, the Attendance Board has the same power as the Court of Queen's Bench for civil trials. Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and the parent to do a number of things, including directing the student to attend school, directing the parent to send the student to school, and directing the student to take a program or course. An order of the Attendance Board, when filed with the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen's Bench.

Exemptions by Parental Request

Students may be exempted, by parental request, from Health and Life Skills and Career and Life Management (CALM) classroom instruction and activities that involve learner outcomes specifically related to human sexuality.



For further information on exemptions by parental request, see section 13 of the *School Act*. See also Physical Education exemptions in this *Guide*.

Suspension and Expulsion of Students

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Suspension is defined in the *School Act* (RSA 2000) by section 1(1)(hh):

Suspension
[School Act, Section 24]

- "suspend" means to remove a student
- (i) from school,
- (ii) from one or more class periods, courses or education programs, or
- (iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

The school is responsible for communicating behaviour expectations and the consequences of misconduct to all students and parents of the school. School handbooks, newsletters, assemblies, general announcements, and/or

building notices are some of the means that may be used to ensure universal student and parent awareness. When considering student suspension, the following sections of the *School Act* are of basic importance:

- Section 12 describes a student's conduct responsibilities.
- Section 24(1)(b) provides a broader expectation for student behaviour and may form the basis for a suspension.
- Section 45(8) notes the board responsibility for providing a safe and caring environment.

These sections should guide the setting of school and board policy surrounding student conduct and the consequence of student suspension.

The process considerations for suspension of a student are described in section 24. Some points of emphasis are:

- Only the principal can suspend a student for more than one class period, or from riding a school bus. The principal must sign the letter of suspension.
- The school is expected to conduct an investigation regarding the student incident.
- The parent or the student, if at least 16 years of age, must be given the opportunity to discuss the particulars of the suspension with the principal.
- The principal can only suspend a student for up to 5 school days, unless the student is being referred to the school board with a recommendation to expel.
- A student may only remain under suspension beyond 5 school days when the principal has recommended expulsion to the school board. The board must then expel or reinstate the student within 10 school days of the initial time of suspension.

Expulsion [School Act, Section 25]

Expulsion is defined in the *School Act* (RSA 2000) by section 1(1)(j):

"expel" means to remove a student

- (i) from school,
- (ii) from one or more courses or education programs, or
- (iii) from riding in a school bus

for a period of more than 10 school days in accordance with section 25.

The student expulsion process is covered in section 25. A principal may recommend to the board that a student be expelled. When considering an expulsion, the following should be noted:

- Only a school board may expel a student.
- A hearing must be held that allows the parent and/or the student the opportunity to present their case in a fair setting.
- All information to be considered must be shared among the parties concerned.
- An expelled student must be provided another education program with appropriate supports.
- The term of the expulsion must be specified.
- The right of the parent or the student, if at least 16 years of age, to request a review by the Minister must be communicated in writing. Contact information should be included.

During the suspension/expulsion process, certain considerations are necessary:

- The rights of the student must be respected and communicated to the parent and/or the student as the process advances through its steps.
- Disciplinary measures taken by the school will be independent of all other agencies or authorities.
- The entire process must be timely, open, impartial and reasonable in the circumstances.
- The rules for re-enrolling a student following the term of an expulsion must be stated.

When considering suspensions or expulsions, administrators may also refer to the following sections of the *School Act*:

- Section 8 affirms the student's right of access to an education.
- Section 13(5)(c) and (d) excuses a suspended or expelled student from compulsory attendance.
- Section 45(1) and (7) assigns the responsibility to the board for providing each resident student with an education program.
- Section 60(1)(e) requires the board to make rules regarding suspension, expulsion and re-enrolment.

Section 124 indicates that a parent or student, if at least 16 years of age, may write to the Minister to request a review of an expulsion. In the event of an expulsion review by the Minister there are generally four guiding terms of reference:

- 1. Did the board's policy and procedures for suspension and expulsion comply with the *School Act?*
- 2. Did the school board adhere to its policy and procedures?
- 3. Was the board's decision to expel reasonable in the circumstances?

4. Was the board's offering of another education program for the student appropriate in the circumstances?

The decision of the Minister on a review is final.

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For further clarification or interpretation of the student suspension and expulsion process, please contact the Disputes Management Team Leader in the Governance and Program Delivery Branch.

Safe and Caring Schools



Section 45(8) of the *School Act* highlights the importance of providing a safe and caring environment for students.

45(8) A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Remembrance Day Act

Chapter R-16 RSA 2000

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

School remembrance ceremony

- 1 (1) A board, as defined in the School Act, shall on Remembrance Day, with respect to each of its schools,
 - (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
 - (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.
 - (2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
 - (3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

K–12 Learning System Policy, Regulations and Forms Manual

Policy Introduction



The Alberta Learning K-12 Learning System Policy. Regulations and Forms Manual contains information that affects the operation of schools and has been developed for school boards, charter school boards, private schools and ECS private operators, for the following purposes:

- to communicate key, Alberta Learning policies
- to provide direction to school boards and ECS private operators who wish to access provincial resources
- to provide school boards and ECS private operators with legislation, regulations, policies and procedures.

Schools operate under the jurisdiction of the school authority. All actions undertaken by the principal, as referenced in this Guide, shall be in accordance with school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Learning.



Most of the regulations and policies derive their authority from the School Act and impart Alberta Learning's philosophy. They provide direction to the educational system, support the rights of students and parents, and encourage flexibility at the local level. The K-12 Learning System Policy, Regulations and Forms Manual, which is updated regularly, can be found at the Alberta Learning Web site under Kindergarten to Grade 12 and then Legislation, Regulations and Policies.

Accountability in Education Policies

Accountability is the obligation to answer for the execution of assigned responsibilities. Alberta Learning and school authorities are accountable for ensuring that the highest quality of education is provided for students in the province.

The accountability process for Alberta's public, separate, charter and funded private schools includes requirements for school authorities as embodied in the following policies:



- Policy 2.1.1 School Authority Accountability
- Policy 2.1.2 Student Evaluation
- Policy 2.1.3 Use and Reporting of Results on Provincial Assessments
- Policy 2.1.4 School Superintendents
- Policy 2.1.5 Teacher Growth, Supervision and Evaluation
- Policy 2.1.6 School Authority Financial Accountability and Audits.

Ministerial Orders

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta The Teaching Quality Ministerial Order:

- includes a standard of practice expected of teachers
- lists the knowledge, skills and attributes teachers are expected to possess and practise.

The teaching quality standard and description:

- focus teaching on optimum learning by students
- reflect a professional model of teaching
- expect that teachers exercise reasoned professional judgement in their practices
- include the knowledge, skills and attributes that teachers are expected to possess when they first enter the classroom and when they qualify for permanent professional teacher certification two years later
- help school jurisdictions develop local teacher evaluation policies.

Excerpted from Ministerial Order No. 016/97

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities apply, result in optimum learning by students.

Regulations Introduction



The following subsections provide a synopsis of those regulations that are relevant to the operation of school programs. For the complete regulations, refer to the K-12Learning System Policy, Regulations and Forms Manual. The sections of the School Act to which these regulations refer. and the regulation numbers, are noted.

Charter Schools

Section 31 Policy 1.1.1 Alta. Reg. 212/2002



This regulation addresses the definition of and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment, and charter repeal.

Early Childhood Services

Section 30 Alta. Reg. 31/2002



This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance.

Home Education

Section 29 Policy 1.1.2 Alta. Reg. 126/99 as amended 4/2000 consolidated to 251/2001



This regulation recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board or an accredited private school.

The regulation provides parents with alternatives in regard to They must notify their supervising board or supervising private school of their desire to educate their child at home.

Language of Instruction Section 10(2)



This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the Canadian Charter of Rights and Freedoms.

Practice Review of Teachers

Section 94(1) Alta. Reg. 4/99 as amended 251/2001 217/2003



This regulation provides an orderly process by which complaints about the unskilled or incompetent teaching practices of a teacher can be investigated and acted upon in cases where the local process has failed. This includes conduct by teachers not subject to the discipline procedure of the Teaching Profession Act. The regulation includes a process for initiating complaints and conducting investigations, hearings and appeals.



Private Schools Section 28(6) Alta. Reg. 190/2000 as amended 251/2001



Section 28(1) and (2) set out the requirements for registered and accredited private schools.

This regulation addresses the application for registration and accreditation; the required programs for funded private schools; the additional records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; required insurance; and financial reporting provisions.

The regulation also requires private schools, among other obligations, to complete an Annual Operational Plan (AOP) form; keep student records; ensure student records follow the student when the student changes schools; and make rules for discipline, suspension and expulsion.

Student Evaluation Section 39(3)(c) Alta. Reg. 177/2003



This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Learning's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process; ministerial determination of fees and the use of evaluation results.

Student Record Section 23(9) Alta. Reg. 71/99



This regulation itemizes what the student record, established and maintained by the school board, shall and shall not contain, states the length of time a record must be retained, the disposal and destruction of records, what happens when a student transfers to another school, and regulation compliance. It also addresses right of access to a record and the disclosure of information in accordance with the *Freedom of Information and Protection of Privacy Act*.



Legal Resources

Legal Resources for Schools

Legal resources are approved by the Minister or Deputy Minister and are designed to communicate Alberta Learning requirements as set forth in provincial legislation, regulations, policies or programs. Schools should have current copies of the following documents:



- Funding Manual for School Authorities
- Guide to Education: ECS to Grade 12
- Standards for Special Education
- K–12 Learning System Policy, Regulations and Forms Manual
- Programs of Study (Elementary Schools and/or Junior High Schools and/or Senior High Schools)
 - Kindergarten Program Statement (for schools with Kindergarten)
- School Act.



All of the above documents are available on the Alberta Learning Web site at www.learning.gov.ab.ca.

PROGRAM PLANNING:

Programs of Study

Programs of Study

The following programs of study are prescribed by order of the Minister pursuant to section 39(1) of the *School Act*.



- Program of Studies: Elementary Schools
- Program of Studies: Junior High Schools
- · Program of Studies: Senior High Schools

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
 - General Outcomes
 - Specific Outcomes.

Alberta Learning develops programs of study in both English and French. Alberta Learning recognizes that English and French are official languages of Canada and that Canadian citizens belonging to the French-language minority in Alberta have the right to have their children educated in French according to section 23 of the Canadian Charter of Rights and Freedoms and section 10 of the Alberta School Act.



Implementation Schedule for Programs of Study and Related Activities



The Implementation Schedule for Programs of Study and Related Activities indicates implementation dates, revised provincial assessments, and the availability of learning and teaching materials in English and French. The degree of change for each new program is indicated using a star rating system.



Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this Guide.

Learning Resources



All authorized learning and teaching resources available for purchase are listed in the *Learning Resources Centre Resources Catalogue* (in print or CD–ROM format), or through the LRC Web site at www.lrc.learning.gov.ab.ca. Also, all authorized resources are listed at the Alberta Learning Web site under Kindergarten to Grade 12, Curriculum, and Curriculum Resources.





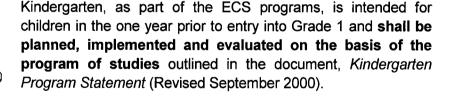
ECS to Grade 9 Programming

Early Childhood Services

Early childhood is a particularly significant period in human development, and the Early Childhood Services (ECS) programs provide services to address the developmental needs of children before they enter Grade 1. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

ECS programs are voluntary programs, which may be offered by school boards, private schools and private ECS operators.

Kindergarten





The Kindergarten Program Statement, available from the Curriculum Branch, or for viewing and downloading from the Alberta Learning Web site, describes the learning achievement that helps prepare children for entry into Grade 1 and provides them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

Program Organization and Delivery

Kindergarten Minimum Hours

Where Kindergarten programs are offered, approved operators/schools shall provide access to at least 475 hours of instructional program activities for each child in a centre during a fiscal year, or at least 22 in-home visits of one-and-a-half hours duration or more (child must be in attendance) to each child in an in-home program during a fiscal year, or the equivalent in a combination of centre hours and in-home visits.

Instructional Time Kindergarten

Instructional programming time of 475 hours includes:

- time scheduled for purposes of instruction
- other student activities where direct student-teacher interaction and supervision are maintained.

An operator/school may use a maximum of 35 hours of instructional time for activities, such as:

- "transitional" home visits
- staggered entry
- small group days
- demonstration of child learning in child-parent-teacher conferences (child must be in attendance)

that promote the transition of children from home to school, and encourage communication and relationship building.

Instructional programming time of 475 hours does not include:

- teacher convention
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of students.
- The time dedicated toward "transitional" home visits, of 30 to 60 minutes in duration, be cumulative and contribute toward the total number of instructional hours. These home visits support transition from home to school, including meeting the parents/guardians and providing orientation about the program or for following up on child progress.

Instructional Time Grade 1 to Grade 9

Schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1, alternative minimum times enabling a smooth transition from ECS are permissible.

Instructional time includes:

 time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities.

Definition of Instruction

Instruction is the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed towards achieving outcomes of approved *Program of Studies* and/or Individualized Program Plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or
- interaction with students who are engaged in selfdirected packages, independent study, computerassisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

Reference: The Teaching Quality Standard, Ministerial Order No. 016/97 Section 18, *School Act*

Access to Instruction Grade 1 to Grade 9

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. The organization of schools at these grade levels is the responsibility of the school authority.



In accordance with section 39(1)(c) of the *School Act*, and to allow for a balanced program that leads to the student learning outcomes indicated in the description of Basic Education, schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1, alternative minimum times enabling a smooth transition from ECS are permissible.

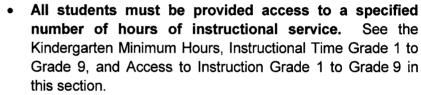


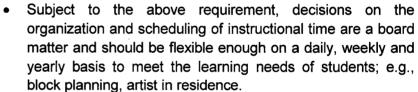
Policy 1.5.3. Languages Other than French or English, states that a partial immersion (bilingual) program means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50 per cent of the instructional day. In offering a partial immersion (bilingual program), boards:

- must ensure that students also have opportunity to acquire competence in all English language arts skills to meet graduation requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, providing the instruction time is consistent with the direction in this Guide.

Organizing Instructional Time

The following requirements and considerations apply.





- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.



Elementary Program

Percentage Time Allocations Recommended In planning for instruction in the elementary grades, the following percentage time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

Grade 1 and Grade 2

| Subject Areas | English Instruction Percentage | French Instruction Percentage |
|-----------------------------------|--------------------------------------|-------------------------------------|
| English Language Arts | 30% | 0%–10% |
| French Language Arts ¹ | 0% | 20%–30% |
| Français [©] | 0% | 30% |
| Mathematics | 15% | 15% |
| Science | 10% | 10% |
| Social Studies | 10% | 10% |
| Art and Music | 10% | 10% |
| Health and Physical Education | 10% | 10% |

Information and Communication Technology (ICT) is a core program infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

| Time for optional subjects (e.g., second languages, drama, religious instruction), Information and Communication Technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above. | 15% | 15% |
|---|-----|-----|
|---|-----|-----|

French language arts is taught in alternative French language programs (includes French immersion).

² Français is taught in Francophone programs.

Grade 3 through Grade 6

| Subject Areas | English Instruction Percentage | French Instruction Percentage |
|---|--------------------------------------|---|
| English Language Arts French Language Arts Mathematics Science Social Studies Art and Music | 25% 0% 15% 15% 10% | { 35% } 15% 10% 10% 10% |
| Health and Physical Education | 10% | 10% |

Information and Communication Technology (ICT) is a core program infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

| Time for optional subjects | | |
|---|-----|-----|
| (e.g., second languages, drama, | | 4 |
| religious instruction), Information and | 15% | 10% |
| Communication Technology outcomes | | |
| not integrated with a core subject, or | | |
| additional allocations to the core | | |
| subjects listed above. | | |

- French language arts is taught in alternative French language programs (includes French immersion).
- Prançais is taught in Francophone programs.

Information and Communication **Technology**



The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas being studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Elementary Program Optional Subjects

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed and approved at the local level, as per section 60(1)(a) of the *School Act*. The following are optional subjects for which outcomes have been developed at the provincial level.

- Blackfoot Language and Culture Program
- Cree Language and Culture Program
- Drama

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- French as a Second Language (see French as a Second Language section in this Guide)
- Ukrainian Language Arts

Early Literacy Initiative

The Early Literacy Initiative (ELI) addresses the needs of children in Early Childhood Services (ECS) programs and students in Grade 1 and Grade 2 who are experiencing difficulties in developing reading readiness and early literacy skills. The initiative provides school authorities with additional human resources that may be flexibly deployed, as long as the ultimate benefit of any assignment serves to enhance the literacy skills of those identified as being at risk. The ELI also provides funding for resources, as well as inservices for teachers and other staff deployed as part of the program.



For more information about the Early Literacy Initiative, see the *Funding Manual for School Authorities*, or contact the Curriculum Branch.

Junior High Instructional Time

At the junior high level, schools must provide access to 950 hours of instruction per year in each grade.

Junior High Program

The primary consideration that schools need to take into account when organizing for instruction, is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the Vision, Mission and Basic Education section in this *Guide*.



A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended times. It is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

Recommended Time Allotments for the Required Junior High School Program

| Hours, or More, Per Year |
|--------------------------------|
| 150 |
| 100 |
| {250} |
| 100 |
| 100 |
| 100 |
| 75 |
| ® |
| 150 |
| |

[•] French language arts is taught in alternative French language programs (includes French immersion).

¹ Health and Life Skills curriculum (2002) has outcomes for each of Grades 7, 8 and 9. It is recommended that 50 hours of instruction be provided each year for Grades 7, 8 and 9.



For schools offering instruction in a language other than English or French (School Act, section 11), the above time recommendations for core courses apply. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

Prançais is taught in Francophone programs.

Information and Communication Technology



The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas being studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Junior High Optional Courses

Schools shall offer two provincially authorized optional courses except where instruction in a language other than English (*School Act*, sections 10 and 11) is offered, then only one provincially authorized optional course is required.



Optional courses help students achieve the outcomes outlined in the Vision, Mission and Basic Education section of this *Guide*. Also, optional courses reinforce learnings in language arts, mathematics, science and social studies, as well as address learnings in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional Courses

The optional courses are categorized as follows:

Aboriginal Languages

- Blackfoot Language and Culture Program
- Cree Language and Culture Program

Career and Technology Studies

Introductory level courses for all CTS strands are considered appropriate for junior high school students.
 (For further information, see the CTS Manual for Administrators, Counsellors and Teachers.)



Environmental and Outdoor Education

Ethics

This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine and Performing Arts

- Art
- Drama
- Music
 - Choral
 - General
 - Instrumental

Locally Developed/Acquired and Locally Authorized Optional Courses

Religious Studies

 Religious studies may be offered at the discretion of the local school board, under section 50 of the School Act.



Second Language Courses and/or Programs

- -- French (see French as a second language in this *Guide*)
- German
- Ukrainian



For more information, see the Instruction in Languages Other than English or French section in this *Guide*.

Planning Junior High Course Selections

A student's choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take distance learning courses. Steps should be taken to ensure parents understand and concur with their children's course selections. Principals should ensure students are made aware of special programs available to meet their individual educational needs. Francophone education is addressed in the French edition of this *Guide*, *Guide de l'éducation*. Aboriginal students may access resources and programs designed to reflect and respect their cultures.



Planning in Junior High for Senior High Programs Students should be provided with assistance in planning their senior high school programs. Certain courses are required for an Alberta High School Diploma or a Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the guidelines in order to avoid possible difficulties in the later senior high school years. Also see under Student Information Needs in the Senior High School Programming section.



For mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. The main difference between the applied and pure sequences in senior high school is the approach to problem solving—different concepts and methods are used to solve mathematical problems. If students have an aptitude for solving problems, using numerical reasoning or geometry, they would do better in applied mathematics. If they have an aptitude for theory and algebra, they should consider pure mathematics. Some areas of post-secondary study require pure mathematics. Also see under Assisting in Student Planning in the Senior High School Programming section.

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When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the credit requirements for graduation from senior high school.

Schools are encouraged to require students to develop a program and career plan beginning in junior high school. The plan should be updated annually and signed off annually by the parents and the principal.



For more information about planning for careers, refer to the Student Learning – Career Information Booklet and Planners, and A Credit to Yourself.

Career Plans

Senior High School Programming

School Organization

Schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

School jurisdictions are to develop methods of school organization and program delivery that best meet the needs of their students. Jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational and scheduling model. The development of 1-credit course offerings in career and technology studies (CTS), the increased participation in off-campus and outreach programs, and the increased enrollments in blended programs and virtual schools, means there is greater flexibility in course offerings and delivery methods for students. All delivery methods must ensure that the needs and the best interests of individual students are taken into consideration.

A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve a credit. However, it also is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others may require more time.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the outcomes of the courses they have chosen and be evaluated on that basis.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit. Exceptions to this requirement are:

- all 3-credit courses require a minimum of 62.5 hours for each course, including Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30
- schools can deliver a block of three, 1-credit CTS courses for 62.5 hours: however, schools must ensure that students meet all of the outcomes of each 1-credit course. CTS courses will be funded at one credit enrollment unit for each 1-credit course
- summer, evening and weekend credit courses must provide access to instruction of at least 16 hours per credit. The exceptions are Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program courses, which require 25 hours of access to instruction per credit. Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.



For further details, see the Funding Manual for School Authorities.

Definition of Instruction

Instruction is the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed towards achieving outcomes of approved Program of Studies and/or Individualized **Program Plans through:**

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or
- interaction with students who are engaged in selfdirected packages. independent study, computerassisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

Reference: The Teaching Quality Standard, Ministerial Order No. 016/97 Section 18, School Act

Access to Instruction

Access to instruction means:

- certificated teachers are assigned to deliver or supervise the instruction
- the instruction, and evaluation of performance, is based on the outcomes in an approved program of studies

- there are designated times when teachers are available to the students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional time includes time scheduled for purposes of instruction, examinations and other student activities where student—teacher interaction and supervision are maintained.

Instructional time does not include teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities.

Program Organization

Priority should be given to offering a senior high school program that enables students to:



- meet diploma requirements (see the Senior High School Graduation Requirements section) and earn a minimum of 100 credits in three years
- have some opportunity to take optional courses
- enter post-secondary institutions or seek employment.

Assisting in Student Planning

Certain courses are mandatory in order to meet diploma and certificate requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. In order to avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the guidelines.

Upon entry into senior high school, students registering in either Applied Mathematics 10 or Pure Mathematics 10 should have passed Mathematics 9. Students who have not been successful in Mathematics 9 can take either Mathematics 14, which leads to Mathematics 24, or register in Mathematics Preparation 10. Successful completion of Mathematics Preparation 10 leads to either of Applied Mathematics 10 or Pure Mathematics 10 or Mathematics 24.

Principals are urged to ensure that credits to be earned are recorded correctly and checked carefully at the school level. For more information about these procedures, see under the Information Services Branch in the Instructional Delivery section.



Programming for Application and Transfer of Learning

To enhance student learning, senior high school programming and course timetabling should provide students with the opportunity to transfer learning to other areas.

Within each course, students have opportunities to apply their learning. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course timetabling to capitalize on opportunities for connections within and across subjects in order to strengthen student learning.

All senior high school courses offered to students must be appropriately timetabled, taught, assessed, and reported to Alberta Learning.



For funding conditions for Grades 10–12, school authorities should consult the current *Funding Manual for School Authorities*.

Focused, Articulated Programming

Some school systems have worked in cooperation with local post-secondary institutions and employers to develop high school programming that articulates with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming is focused in that it combines a selection of interrelated CTS courses with appropriate academic courses and off-campus learning. Alberta Learning encourages these local initiatives.



For more information, contact the Curriculum Branch.

Student Information Needs



- Also see under Planning in Junior High for Senior High Programs in the ECS to Grade 9 Programming section.
- Students should be given assistance in planning their senior high school programs. Steps also should be taken to secure parents' understanding of and concurrence with their children's registrations.
- In planning a program, schools should ensure that students keep in mind the requirements for a diploma or a certificate as outlined in this *Guide*.



• In addition to graduation requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this *Guide*.

In providing assistance to students planning their programs, care should be taken to ensure that such programs enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. Also see Focused, Articulated Programming in this section.



 Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to approval of the principal. Students aged 16 or over do not require approval of the principal to take distance learning courses.



For more information about the Alberta Distance Learning Centre, see the Instructional Delivery section.

- Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 10 of the School Act have the opportunity to complete most of their core course work in French, with the exception of English language arts requirements.
 - Aboriginal students also may access resources and programs that are designed to meet their needs and to further their knowledge of Aboriginal languages and cultures. The Native Education Policy 3.6.3 is in the K–12 Learning System Policy, Regulations and Forms Manual.



Scholarships



All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.



These scholarships are awarded to students achieving an average of 80% or higher in five designated subjects in each of Grade 10, Grade 11 and Grade 12. Each grade is assessed independently. CTS courses may be used to meet the eligibility requirements for Grade 10 and Grade 11 only. Also see Percentages and Letter Gradings in this section of this *Guide*.



Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30-1 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."





For more information, contact Alberta Scholarship Programs or Web www.alis.gov.ab.ca/ visit their site at scholarships.

Registered Apprenticeship Program (RAP) Scholarship

The Alberta Apprenticeship and Industry Training Board Registered Apprenticeship Program Scholarship-known as the RAP Scholarship—recognizes annually the academic and trade-related accomplishments of up to 50 senior high school students who are taking part in the Registered Apprenticeship Program. This scholarship provides \$1000 toward the costs of continuing into regular apprenticeship programs.

To qualify for the scholarship, an applicant must:

- be registered as an Alberta apprentice in a trade
- have plans to continue into a regular apprenticeship program after completing senior high school
- achieve an Alberta High School Diploma or Certificate of Achievement
- have completed a minimum of 250 hours of on-the-job training and work experience in the respective trade
- get a recommendation from an employer, supervisor or journeyman stating that they should continue in the apprenticeship program with the goal of becoming a Certified Journeyman.

Applicants will be asked to provide:

- a personal statement of purpose indicating why he or she is a "good fit" for a career in a trade
- a recommendation from their employer
- a recommendation from a senior high school teacher or counsellor.



For more information about this scholarship, and its awards, contact Alberta Scholarship Programs or visit their Web site at www.alis.gov.ab.ca/scholarships. For further information, visit Apprenticeship and Industry Training at www.tradesecrets.org.

General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary Students who intend to enter a post-secondary institution. institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the Alberta Learning Information Service (ALIS) Web site at www.alis.gov.ab.ca.



For planning high school occupational and career and technology studies for programs articulation with Apprenticeship Training and Industry programs, see Apprenticeship Articulation under Career and Technology Studies in the Courses and Programs section, and the Senior High School Graduation Requirements section.



Percentages and Letter Gradings

Marks are to be submitted to Alberta Learning in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or a fail.

Evaluations of course work completed outside of Alberta in schools recognized by the Minister, are to be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or fail.

| Percentage Scale | Letter Grading |
|------------------|----------------|
| 80 – 100 | Α |
| 65 – 79 | В |
| 50 – 64 | С |
| 0 – 49 | F |

The Alexander Rutherford Scholarships for High School Achievement require that achievement and evaluation in completed courses be reported in percentages. Subjects in which achievement is reported by a pass or fail are not considered in the calculation of averages by the scholarship program administrators. Also see Scholarships in this section.



For more information, contact Alberta Scholarship Programs.

High School Summer, Evening and Weekend **Programs**

Summer, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., Alberta vocational colleges, private and public colleges.

The requirements noted in this Guide apply to all schools offering senior high school summer, evening and weekend programs for credit, with the exception that for these programs, schools must provide access to instruction of at least 16 hours per credit.

The exceptions to the above are that Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program courses require 25 hours per credit even when offered in summer, evening or weekend programs.

Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.

Courses and Programs

Introduction

This section of the *Guide* provides information primarily about senior high school courses and programs. However, in several instances, references to courses and programs are made for elementary, Kindergarten to Grade 6, and to junior high school, Grade 7 to Grade 9. Such references have been included here to reduce repetitiveness of information.

The areas pertaining to more than senior high school are:

- Career and Technology Studies
- Alternative French Language Programs under sections 11 and 21 (includes French immersion)
- French as a Second Language Courses
- Instruction in Languages Other than English or French
- Information and Communication Technology
- Instructional Time and Funding
- Integrated Occupational Program
- Locally Developed Courses
- Mathematics
- Off-campus Education, including Work Study/Community Partnerships
- Physical Education.

Career and Life Management (CALM)

CALM may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year.

Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if such students plan to take three sciences, as well as a fine arts or career and technology studies course in Grade 11.

Exemptions



Transfer-in students and mature students may be exempted from the CALM requirement. See under the Grade 12 Exemptions for Transfer-in Students in the Student Assessment in Senior High School Subjects section and also the Mature Students section.



Career and Technology **Studies**

CTS is a competency-based curriculum with an integrated structure that provides increased opportunity for schools to offer programs to meet the needs of students.

CTS is organized into the following 22 strands. Strands are made up of 1-credit courses.



Agriculture Career Transitions

Communication Technology

Community Health

Construction Technologies

Cosmetology Studies

Design Studies

Electro-Technologies

Energy and Mines Enterprise and Innovation

Fabrication Studies

Fashion Studies

Financial Management

Foods

Forestry

Information Processing

Legal Studies

Logistics

Management and Marketing

Mechanics

Tourism Studies

Wildlife

Senior High School Credits for CTS Courses Completed in Junior High School

Some students may complete successfully all of the outcomes for individual CTS courses while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has completed successfully all of the course outcomes and should be given credit. A mark of "P" for pass, or a percentage grade, may be assigned to the student by the senior high school principal. This course can then be included when reporting student achievement through the normal student records system and will appear on the student's transcript.

- Note 1: Any CTS courses completed in junior high school and recommended for credits in senior high school will not receive credit enrollment unit (CEU) funding.
- Note 2: The course challenge provision does not apply to these students.

More information is available in the Funding Manual for School Authorities.

Reporting CTS Student Achievement

Schools are to report completed CTS courses with percentage grades.

Note:

The option of reporting a "P" for pass is available **only** when credit recommendation is based on course completions in junior high school. All other circumstances require the reporting of a percentage grade.

Apprenticeship Articulation

Articulation agreements have been established with the Automotive Service Technician, Cabinetmaker, Carpenter, Cook. Electrician. Electronic Technician. Hairstvlist. Warehousing, Outdoor Power Equipment Technician and Welder trades. Based on these agreements, and a policy on prior learning assessment developed by Apprenticeship and Industry Training, students may qualify for a portion of the in-school training component and on-the-job credit for these These students are to have taken the appropriate career and technology studies (CTS) courses and successfully challenged the appropriate theory examinations in the respective trades.

Further details regarding apprenticeship articulation agreements, including correlations to CTS strands and courses, are provided in Appendix 5 of the CTS Manual for Administrators, Counsellors and Teachers.



A senior high school diploma is encouraged for admission into an apprenticeship program. However, students and their parents should be made aware that admission into apprenticeship programs may not require a senior high school diploma.



For more information, contact Apprenticeship and Industry Training or access their Web site at www.tradesecrets.org.

English Language Arts

The new senior high school English language arts programs have resulted in content changes in this *Guide* in the following areas:



 Transfer Points, under English Language Arts, in the Courses and Programs section



 Diploma Examinations Program in the Student Achievement in Senior High School Subjects section



Course Sequence Transfer in the Awarding Course Credits section





Courses Eligible for Retroactive Credits, under Retroactive Credits, in the Awarding Course Credits section

Appendix 1: Provincially Authorized Senior High School Courses, Course Codes and Course Names, under Language Arts, English.

English as a Second Language



Senior high schools with students learning English as a second language should refer to the senior high school program of studies and the Senior High English as a Second Language Guide to Implementation, 2002. Elementary schools should refer to the Elementary English as a Second Language Guide to Implementation, 1996, available for purchase from the Learning Resources Centre, or for viewing and downloading from the Alberta Learning Web site. Junior high schools can find useful information in both of these documents.



For more information, see the English as a Second Language Policy 1.5.1 in the K–12 Learning System Policy, Regulations and Forms Manual, and the Language Education Policy for Alberta, 1988, or contact the Curriculum Branch.

Francophone **Programs**

Section 10 of the School Act states that where individuals have rights under section 23 of the Canadian Charter of Rights and Freedoms to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School jurisdictions should consult the Language Education Policy for Alberta, 1988 and the K-12 Learning System Policy, Regulations and Forms Manual.



For more information, contact the French Language Services Branch.

French Second Language

[French as a Second Language and French Language Immersion—Policy 1.5.2]

Boards offering alternative French language programs (includes French immersion) and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures.



For more information, see the K-12 Learning System Policy, Regulations and Forms Manual.

Alternative French Language Programs (includes French Immersion)

Instruction Time

According to section 11 of the School Act, a board may authorize the use of French or any other language as a language of instruction. Alberta Learning encourages opportunities for all Alberta students to learn French by making available programs and services for alternative French language programs (includes French immersion) under section 21 of the School Act.

Research and experience have demonstrated clearly that student proficiency in the French language is strongly correlated to the amount of time during which French is used as a language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of alternative French language programs (includes French immersion).

| Kinderga | arten | 100% |
|----------|--------|-----------|
| Grades | 1 – 2 | 90% –100% |
| Grades | 3 - 6 | 70% - 80% |
| Grades | 7 – 9 | 50% - 80% |
| Grades | 10 –12 | 40% - 80% |



More information is available in the K-12 Learning System Policy, Regulations and Forms Manual, the current Funding Manual for School Authorities, and from the French Language Services Branch.



The following table summarizes the minimum number of instructional hours per year, using French as the language of instruction, that are required to qualify for Official Languages in Education program funding and for full-time equivalent (FTE) funding in alternative French language programs of and in French first language programs.

| French First Language/ Alternative French Language Programs | Instructional Hours in French for Minimum Program Funding | Instructional Hours in French for Full FTE Funding |
|---|--|---|
| Kindergarten | 238 | 712 |
| Grades 1 to 6 | 475 | 712 |
| Grades 7 to 9 | 380 | 570 |
| Grades 10 to 12 | 250 (10 credits) | 600 |

¹ Includes French immersion.

School authorities only receive funding at the French as a second language rate for students who receive less than the above minimum number of instructional hours in French.

That is, less than 238 hours in Kindergarten, less than 475 hours in Grade 1 to Grade 6, less than 380 hours in Grade 7 to Grade 9, and less than 250 hours in Grade 10 to Grade 12.



For more information, see the *Funding Manual for School Authorities*.

French as a Second Language Courses

In French as a second language courses (FSL), the French language is often taught between 30 and 40 minutes a day as a subject. The goal of the sequence of FSL courses is to develop students' linguistic, cultural and strategic knowledge in French in order to be able to communicate in the language and develop understanding of Francophone cultures.



For federal funding information, see the Federal French Language section in the *Funding Manual for School Authorities*.

The program of studies for French as a second language is organized into three language proficiency levels: Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. Students start at Beginning Level 1 and progress through the sublevels of the nine-level continuum. Students may take more than one year to complete a sublevel, depending upon time allocation and the manner in which the course is being delivered.

Elementary Schools

Students in elementary schools start their language study at Beginning Level 1. Principals, in conjunction with aspirations of their community members, will decide the starting point for their students. Most students begin in Grade 4 and are able to attain the Beginning 2 proficiency level by the end of Grade 6, providing they have had access to at least 175 hours of instruction over the course of three years.

Junior High Schools

Students at the junior high school level who have not had access to a French course at the elementary level will begin their study of French at Beginning Level 1. Most students are able to attain the Beginning 2 proficiency level by the end of Grade 9, providing they have had access to at least 175 hours of instruction over the course of three years. At Grade 10, they could be placed in French 10 upon the recommendation of the junior high school principal.

Junior high school students who have studied French in elementary are encouraged to continue their studies by being placed at the appropriate proficiency level. For example, students entering Grade 7 and having attained the Beginning 2 proficiency level would continue in Level 3 in Grade 7. Upon attainment of this level, they would begin Intermediate Level 4 in either Grade 8 or Grade 9.

Junior high schools may offer the Intermediate level for students who have attained the Beginning 3 proficiency level in either elementary school or at some time in their junior high school experience. To assist with the assessment and placement of students who have taken Beginning FSL in elementary schools, see French as a Second Language – Evaluation Resource Package – Model Tests for the Beginning Levels 1, 2, 3 in Elementary Schools/Français langue seconde – Tests modèles pour les niveaux Débutant 1, 2, 3 des écoles élémentaires, which is available for purchase from the LRC.



Junior high school principals may offer senior high school French courses for credit. For more information on the offering of French 10 and/or French 20 for credit at the junior high school, refer to Senior High School Courses and Credits for Junior High School Students in the Student Placement and Promotion section.

Senior High Schools

The FSL program at the senior high school level consists of seven courses:

- French 13 (Beginning Level 1/2)
- French 10 (Beginning Level 2/3)
- French 20 (Intermediate Level 4/5)
- French 30 (Intermediate Level 5/6)
- French 31a (Advanced Level 7)
- French 31b (Advanced Level 8)
- French 31c (Advanced Level 9)

The school-leaving standard for FSL is French 30 (Intermediate 5/6).

When students enter senior high school, they are to be placed in FSL courses that correspond to their level of proficiency in FSL. For example, a student who has acquired the skills and knowledge required for Beginning Level 3 in junior high should be placed in French 20. A student who has completed the equivalent of French 20 in junior high school should be placed

in French 30. To assist with the placement of students in FSL courses, see the following testing materials: French as a Second Language Evaluation Package for Junior/Senior High Schools – Beginning Level 3 or French as a Second Language Evaluation Resource Package – Model Tests for the Intermediate Levels 4, 5, 6 for Junior High School Students/Français langue seconde – Tests modèles pour les niveaux Intermédiare 4, 5, 6 pour des élèves du secondaire 1^e cycle or French as a Second Language – Evaluation Resource Package - Model Tests for the Courses: French 20 (Intermediate 4/5) and French 30 (Intermediate 5/6)/Français langue seconde - Tests modèles pour les cours French 20 (Intermédiare 4/5) et French 30 (Intermédiare 5/6). All of these materials are available for purchase from the LRC.



French 13 is a course for students who have not taken French prior to senior high school, or for students who have not attained Beginning Level 2 proficiency, the prerequisite for French 10.

French as a Second Language Course Challenge

In the assessment process for FSL course challenges, students need to perform a number of oral, written and listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected standards for the course being challenged. Student performance and quality of work are to be evaluated by a certificated teacher who has expertise in FSL. For more information on the Challenge Procedure, see Appendix 3: Course Challenge in this Guide.



Students planning to use French as one of their courses for Alexander Rutherford Scholarship purposes may present a French course (10-20-30/31) at each grade level. Students who are placed into French 31a, French 31b or French 31c may use any one of these courses to meet the Grade 12 scholarship requirements. For these students to meet the Grade 10 and/or Grade 11 scholarship requirements, they need to challenge French 10 and/or French 20.

Exceptions

French 13 is excluded from the course challenge and waived prerequisite provisions.

Instruction in Languages Other than English or French

Bilingual Programs

According to section 11 of the School Act, a school board may authorize the use of a language other than English or French as a language of instruction. In such cases, "partial immersion (bilingual) program" means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50% of the instructional day. A Ukrainian language arts (ECS to Grade 12) program of studies and a Spanish language arts (ECS to Grade 3) program of studies are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult the document Framework for a Locally Developed Language Arts Curriculum for a Language Other than English or French (ECS to Grade 12), 1989.



For more information, contact the Curriculum Branch.

Language and Culture Courses in Languages Other than English or French

A "language and culture course" means a course in which the second language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Language courses, for senior high school, have been developed provincially for Blackfoot, Cree, German, Italian, Japanese, Latin, Spanish and Ukrainian.

The Blackfoot and Cree Language and Culture programs, ECS to Grade 9, are intended for students beginning their study of these languages in Grade 1; however, both these programs may be adjusted to meet the learning needs of students who commence their studies in junior high school. Blackfoot Language and Culture 10-20-30 and Cree Language and Culture 10-20-30 programs are also available to senior high school students.

Other Language and Culture Courses: Three-year junior high school courses are available for German, Spanish and Ukrainian.



For more information, contact the Curriculum Branch.

Locally Developed Courses in Second Languages





Locally developed/acquired and locally authorized courses in second languages are also available. See the Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Course Policy 1.2.1 in the K-12 Learning System Policy, Regulations and Forms Manual; the Language Education Policy for Alberta, 1998; or contact the Curriculum Branch for more information.



School authorities wishing to locally develop language and culture courses should refer to The Common Curriculum Frameworks for International Languages, 2001.

The Government of Alberta has recognized the multicultural nature of the province through the Alberta *Human Rights, Citizenship and Multiculturalism Act*, 1996 and the *Language Education Policy for Alberta*, 1988. Accordingly, Alberta Learning encourages school authorities to develop second language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and authorization of these second language courses are contained in the *K*–12 *Learning System Policy, Regulations and Forms Manual*.





For more information, contact the Curriculum Branch.

Gifted and Talented Student Programs

[For Senior High Schools]
International
Baccalaureate Program,
Advanced Placement
Program,
Locally Developed/Acquired
and Locally Authorized
Optional Courses

Schools are encouraged to challenge capable students beyond the 10–20–30 course sequences. This challenge can be provided through the International Baccalaureate program, or by preparing students to challenge the Advanced Placement program examinations, or by offering locally developed/acquired and locally authorized courses. These programs extend the outcomes beyond the provincial 10–20–30 course sequences.

Schools should inform students of the acceptability of International Baccalaureate courses, of the Advanced Placement program, and of locally developed/acquired and locally authorized courses for credit and/or advanced placement by post-secondary institutions.



Schools also should inform students that these gifted and talented student programs do not replace the diploma requirements outlined in the Senior High School Graduation Requirements section.

Further information may be obtained on the International Baccalaureate Organization Web site at www.ibo.org or the Advanced Placement Web site at www.ap.ca.

Green Certificate Program



The Green Certificate Program is administered by Alberta Agriculture, Food and Rural Development. Alberta senior high school students can register in any one of the seven specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency.

The program is delivered off-campus, and students may earn credits for successfully completing a Green Certificate Program by enrolling in courses in any of the seven available Green Certificate Specializations: Cow–Calf Beef Production, Dairy Production, Feedlot Beef Production, Field Crop Production, Irrigated Field Crop Production, Sheep Production, and Swine Production. Courses in these specializations may be found in Appendix 1 of this *Guide*.



Information and Communication Technology



The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies. they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas being studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Integrated Occupational Program

The Integrated Occupational Program (IOP) is a five-year program that begins in the Grade 8 year of schooling and continues through the Grade 12 year of schooling. It is for students who demonstrate reading, writing, computational and other levels of achievement below those of their age peers.

The IOP is intended for students who require an integrated program that enhances their academic and occupational competencies as well as their ability to enter into employment and/or continuing education and training. The program provides students with opportunities to acquire, consolidate and expand on knowledge, skills and attitudes necessary for successful transfer to regular programs or for progression through the IOP.

The Integrated Occupational Program is available to students in grades 8, 9, 10, 11 and 12 in jurisdictions that choose to offer the program. Certificates of Achievement are awarded to those who successfully complete the program. Most students entering the senior high IOP will have completed the junior high IOP. However, students may enter the Integrated Occupational Program in their Grade 10 year.

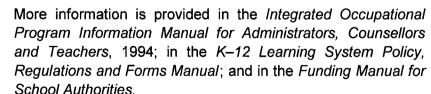
The following criteria have been established, which, taken together, may help determine student eligibility for the Integrated Occupational Program.

- Age: Students must be 12 years and six months of age or older as of September 1 of the current school year and be entering their Grade 8 year.
- Achievement: Candidates for the Integrated Occupational Program have a range of abilities and interests. Their achievement levels tend to make it difficult for them to experience success in a diploma program.
- Related Factors: Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence.
- Learning Styles: Candidates benefit from concrete learning experiences.

IOP academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in the community and on the job. IOP occupational courses provide students with the opportunity to apply the knowledge, skills and attitudes developed in academic courses and, at the same time, prepare them for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation. Community partnerships are integral to all IOP courses. See Off-campus Education in this section.







Junior High IOP Core and Occupational Courses

A student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9.

• The recommended time allotment for Integrated Occupational Program (IOP) courses is:

| Unspecified Core and/or Occupational Courses Time Minimum TOTAL Instructional Time | hours per year hours per year |
|--|--------------------------------------|
| Minimum Core Time Minimum Occupational Courses Time | hours per year hours per year |

- The IOP Occupational Courses consist of Business Education, Personal and Public Services, and Technical/Occupational courses. Both Grade 8 and Grade 9 instruction are to include at least two of these three occupational courses.
- Unspecified time of 150 hours may be used to provide additional instructional time in the IOP academic core courses and/or the occupational courses.

Senior High IOP Courses

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course, if this would help to ensure student success.

Some students in the Integrated Occupational Program, upon completion of a Certificate of Achievement, may wish to complete their Alberta High School Diploma as well. Should this occur, 10 credits in a 36-level course from any occupational cluster will satisfy both of the 10-credit requirements for the Alberta High School Diploma. Students who wish to complete the Alberta High School Diploma are expected to satisfy the requirements as outlined in the Senior High School Graduation Requirements section.



Some students in the Integrated Occupational Program may wish to complete an Alberta High School Diploma rather than completing their Certificate of Achievement. These students are expected to meet the specified Alberta High School Diploma graduation requirements.

Locally
Developed/Acquired
and Authorized
Junior and Senior
High School Optional
Courses

Alberta Learning supports the local development and authorization of junior high school and senior high school optional courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

In developing/acquiring instructional materials, school boards should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the school authority.

Prior to submitting a senior high school locally developed/acquired course outline to the school authority for approval, the course outline is to be forwarded to the Director, Curriculum Branch, for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, is to be filed with the school authority as it considers course approval.

School authorities then forward all completed authorizations and course outlines of credit courses, including second language courses, to the Director, Curriculum Branch, by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Learning keeps these on file and maintains a locally developed/acquired courses database.

All school authorities wishing to continue offering a locally authorized course need to reauthorize their locally developed/acquired courses or programs every three years. Reauthorizations do not require a review for overlap by the Curriculum Branch.

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

The waiver prerequisite provision does not apply to any locally developed/acquired and locally authorized senior high school optional courses.

School authorities are to inform the Director, Curriculum Branch, of all locally developed/acquired course reauthorizations, including second language courses. New board motions for these reauthorizations also are to be forwarded to the Director, Curriculum Branch, for all courses, including second language courses.

School authorities are responsible for obtaining clearance of copyright and permission to use courses, learning resources and other related materials developed by other school authorities.

المالية أح For more information on locally developed/acquired and locally authorized junior and senior high school complementary courses, refer to the K–12 Learning System Policy, Regulations and Forms Manual.

Information on Courses



For current information on what locally developed/acquired and locally authorized courses are being offered in the province, contact the Curriculum Branch.

International Baccalaureate

School authorities offering the International Baccalaureate program are permitted to develop and locally authorize these courses. Only those schools authorized to offer the International Baccalaureate program are permitted to use these courses.

Religious Studies



Religious studies may be offered at the discretion of the school board under section 50 of the *School Act*.

School authorities requiring the authorization or reauthorization of religious studies courses are to continue following the Locally Developed Religious Studies Courses provision. A description of each course is to be forwarded to the Director, Curriculum Branch.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the Locally Developed Religious Studies Courses provision. These courses continue to require ministerial authorization.

All school authorities wishing to continue offering locally developed religious studies courses for credit need to submit their requests for reauthorization to the Director, Curriculum Branch, every three years.

For more information on locally developed/acquired and locally authorized junior and senior high school optional courses, refer to the *K*–12 Learning System Policy, Regulations and Forms Manual.



Mathematics

Calculator Policy for Mathematics

To ensure compatibility in Alberta's programs of study for senior high school mathematics, Alberta Learning expects students to use calculators in their day-to-day studies as well as when writing diploma examinations in mathematics and the sciences.

In 1996 Alberta Learning informed schools that the two new senior high school programs, Applied Mathematics 10–20–30 and Pure Mathematics 10–20–30, require graphing calculators. School authorities decide whether to have students purchase calculators, make rental calculators available like textbooks, provide class sets, or loan calculators through the school library.



For further information, see the *General Information Bulletin:* Diploma Examinations Program, or contact the Learner Assessment Branch.

Mathematics Preparation 10

Mathematics Preparation 10 can be offered in senior high school to those students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits. A 3-credit course may be offered for 62.5 hours of instruction and will be funded at 2.5 CEUs.

Music— Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral [voice]. The maximum credits a student can earn in either a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program is fifteen. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This does not affect locally developed/acquired and locally authorized courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the outcomes required for the equivalent of a 30-level credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for 10 level, 20 level and 30 level), whether or not the student has documentation for all the required components for equivalent credits for the 10 and 20 levels.

Similarly, if a student has achieved the outcomes required for 20-level equivalency, the principal is to recommend the awarding of 10 credits in music (5 for the 10 level and 5 for the 20 level). The chart, which follows, provides the information necessary for principals to recommend credits for music taken by private study.

Using the High School Evaluation Report form available from the Information Services Branch, the principal is to evaluate the documents and provide this information to the Information Services Branch. This can also be accomplished electronically. To obtain credit, students are to have passed both the practical and the theory components listed in the chart for that course level.

Marks submitted by schools to Alberta Learning should be calculated for each course level as follows:

Practical Component (Course Level) - 70% of mark submitted Other Components (Theory) - 30% of mark submitted

Note: Principals are to recommend credits only on the basis of official transcripts as issued by Conservatory Canada. the Royal Conservatory of Toronto or Mount Royal College, Calgary. Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower course level being evaluated, the principal is to report a mark of "P" for pass, rather than a percentage score, when recommending the awarding of waived credits.

COURSES FOR WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY Revised 2003

| | | 10-level Courses | 20-level Courses | 30-level Courses |
|----------------------------------|--|------------------------|-------------------------|------------------------|
| Conservatory Canada | Voice • | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| | Electronic Organ, Pipe Organ, Organ | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| | Piano, Strings, Guitar | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| | Woodwind, ^❸ Brass ^❹ | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| Royal Conservatory of Toronto | Voice [●] | Grade 6 + Theory I | Grade 7 + Theory II | Grade 8 + Theory II |
| | Piano, Strings, Accordion, Guitar, Organ | Grade 6 + Theory I | Grade 7 + Theory II | Grade 8 + Theory II |
| | Woodwind, ^❸ Brass, ^❹ Percussion, Recorder | Grade 4 + Theory I | Grade 6 + Theory II | Grade 8 + Theory II |
| Mount Royal College, Calgary | Voice | Grade 4 + Theory I | Grade 6 + Theory II | Grade 8 + Theory II |
| | Piano, Strings ² | Grade 6 + Theory I | Grade 7 + Theory II | Grade 8 + Theory II |
| | Woodwind, ^❸ Brass, ^❹ Percussion | Grade 4 + Theory I | Grade 6 + Theory II | Grade 8 + Theory II |

All voice courses count as Choral Music 10-20-30 respectively for senior high school credits. All other courses are to be used for Instrumental Music 10-20-30 respectively.

Strings include violin, viola, violoncello and double bass only.

Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

Off-campus Education

[Policy 1.4.3]

Alberta Learning's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. The Off-Campus Education policy supports efforts made to enhance and expand learning through the use of community resources. The policy includes a number of programs and a range of instructional and delivery strategies. The Off-Campus Education policy:

- supports the use of off-campus initiatives across the curriculum; that is, courses and course components in both core and optional subject areas
- supports the issuing of senior high school credit for workplace learning that is approved by the school and by the employer.



Specific procedures and legislation about off-campus education programs are provided in the Off-campus Education Guide for Administrators, Counsellors and Teachers, 2000 and the K–12 Learning System Policy, Regulations and Forms Manual.

The off-campus policy includes the following categories:

- Integrated Occupational Program
- Registered Apprenticeship Program
- Work Experience 15, 25 and 35.

Program components include:

- community partnerships
- job shadowing
- mentorships
- work study.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers. Students enrolled in Work Experience Courses may be paid by the employer at the employer's discretion.



Information about RAP may be obtained from the *Registered Apprenticeship Program: Information* Manual, from the Curriculum Branch, or from the nearest Apprenticeship and Industry Training Office, Alberta Learning.



Additional information, course sequences and course codes and names for RAP are contained in Appendix 2 of this *Guide*.

Work Experience 15, 25 and 35

Work experience education is addressed in the Off-Campus Education policy.

- Each of the Work Experience 15, 25 and 35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- 2. Career Readiness courses are available within the Career Transitions strand of the Career and Technology Studies program. These courses are linked to the Work Experience 15, 25 and 35 courses, as follows.
 - The introductory course, CTR1010: Job Preparation, is a required course for, but in addition to, the first work experience course taken by a student.
 - The intermediate course, CTR2010: Job Maintenance, is a recommended course for the second work experience course taken by a student.
 - The advanced course. CTR3010: Preparing for Change, is a recommended course for the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained.

- Each work experience course is to be time-based; i.e., 25 hours per credit. The exception is that 3-credit courses are to be offered for 62.5 hours and will be funded at 2.5 credit enrollment units.
- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
- A student completing Work Experience 35 for 10 credits will have met the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.
- The provision of credits for waived prerequisite courses, as outlined in this Guide, does not apply to Work Experience 15, 25 and 35. Nor does the course challenge provision apply.

The board shall be responsible for ensuring that course content, where available, is followed and where necessary, developed; and that off-campus education courses approved by the board shall specify outcomes for each student, as covered in Procedure 3 and Procedure 4 of the Off-Campus Education policy.

It is recommended that learning plans be developed for students enrolled in a work experience course through consultations among the teacher, student and employer.

Learning Plans

A summary of competencies for each participating student outlines for employers the expectations that go along with participation in the program. It is recommended that the teacher sit down with the employer and attempt to identify and list the tasks the student is expected to perform, and that the on-site supervisor [employer] evaluates student performance in conjunction with the teacher.



Sample Learning Plan Templates are provided in the Off-campus Education Guide for Administrators. Counsellors and Teachers, 2000.

Reporting **Work Experience Credits**



When schools report work experience marks and credits to the Information Services Branch, they are to report the marks and credits given for career transitions courses separately as career and technology studies. For example, a student who took work experience for a total of 6 credits, which included the required CTR1010 course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

Work Study/ Community **Partnerships**

Work Study

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of teacher-coordinators and employers.

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher-coordinator and the employer.

It is recommended that junior high school work study take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop policies respecting community partnerships and



business involvement in education. Also see Partnerships between School and Community under the General Principles for Effective Programming in the Vision, Mission and Basic Education section.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.



Community partnerships included in the Integrated Occupational Program are addressed in the Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers, 1994.

Physical Education

Exemptions— **Senior High School** To meet the aim of the Physical Education program it is recommended that a variety of movement experiences be provided in all dimensions.

In the following specified circumstances: however, exemptions may be warranted from one or more dimensions and/or a physical education course.

| Category | Conditions for Exemption | Procedures | Other Experiences | |
|------------------------------|-----------------------------|--|---------------------------------------|--|
| INDIVIDUAL | Religious beliefs | Statement in writing from parent to principal. | When exemption is granted, other | |
| INDIVIDUAL | Medical | Certification to principal by medical practitioner with statement of activities in which the student is not able to participate. | should be | |
| CLASS, GRADE OR SCHOOL | Access to facilities | Initiated by school authority or parent. Approved by school authority. | substituted, where appropriate. | |

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Notice of a student's exemption from Physical Education 10 is to be reported by the principal, to the Information Services Branch, by April 30 in the year of the student's anticipated graduation. When using the High School Course Reporting Form, an "EXP" is to be placed in the Completion Status column. An exemption may be reported electronically.

Students exempted from the Physical Education 10 requirement still are to present the total number of credits required for graduation.

Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Learning as a pass or as a fail.

Special Projects Credits

Special projects credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve two major functions.

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Procedures

The requirements for special projects or credits are outlined

- Each project shall be carried out under the supervision of a staff teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include:
 - description or outline of the project
 - number of hours of work expected to complete the
 - method by which the project is to be carried out
 - description of the expected result
 - evaluation procedures as outlined by a teacher
 - completion date expected
 - name of the supervising teacher.

⁴⁻H projects may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit, without following the requirements indicated.

- The principal shall retain a copy of each special project proposal until the project is completed.
- The content of the special project need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, the provisions of the Off-Campus Education policy (see K-12 Learning System Policy, Regulations and Forms Manual) shall apply.
- Students who successfully complete projects are granted 3 credits for 62.5 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal. Three-credit special projects courses will be funded at 2.5 credit enrollment units (CEUs).
- Special projects also may be offered for 1, 2 or 4 Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal. These special projects courses will be funded at one credit enrollment unit. per course credit, for each 25 hours of instruction.
- School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the Alberta High School Diploma. A student completing Special Projects 30 may use these credits to partially fulfill the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.

The following restrictions apply to special projects.

- Special projects credits shall not be awarded for student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.
- In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

Transfer Points (Recommended) and Course Sequences



Provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see under Course Sequence Transfer in the Awarding Course Credits section.

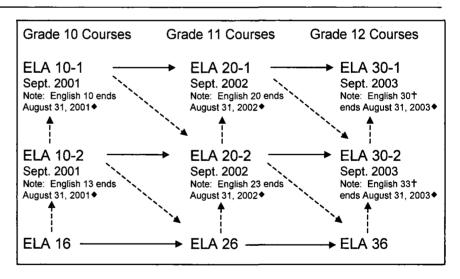
Special circumstances may warrant student transfer at other points in the curriculum; however, the standard transfer points are as follows for:

- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- IOP, Occupational Courses to Career and Technology Studies Courses.

Students generally take the prerequisite in a course sequence; e.g., Social Studies 10–20–30. This route is designated by solid arrows. However, Alberta Learning recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

English Language Arts (ELA) Program

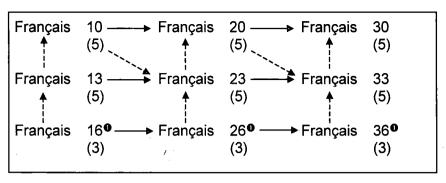


† The last date of the English Language Arts 30 and English Language Arts 33 diploma examinations is August 2005.



A one year extension may be granted by the Director, Curriculum Branch, Alberta Learning, 44 Capital Boulevard, 10044 – 108 Street NW, Edmonton, Alberta, T5J 5E6 on an individual basis for special circumstances (e.g., distance learning students, home education, students repeating). School authorities must submit marks and credits prior to the withdrawal of course codes. Course codes were withdrawn for English Language Arts 10 and English Language Arts 13 on August 31, 2003; and for English Language Arts 20 and English Language Arts 30 and English Language Arts 33 on August 31, 2005.

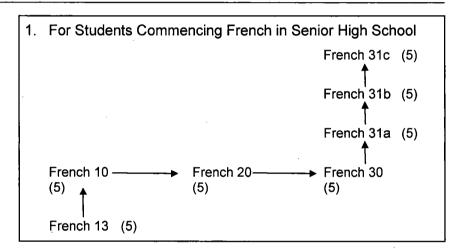
Français Program



[•] Provincial implementation 2004–2005.

French Language Arts Program

French as a Second Language Program



2. For Students Who Have Completed the Beginning Level Prior to Grade 10

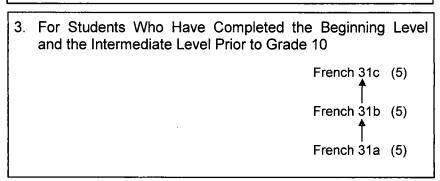
French 31c (5)

French 31b (5)

French 31a (5)

French 20

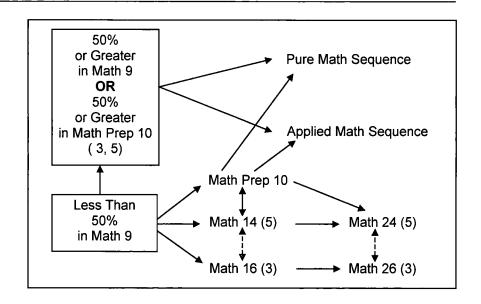
French 30 (5)



Mathematics Program

For Students Who Entered Grade 10 in September 1998 or Subsequent School Years

Possible Sequences



Pure and **Applied Sequences**

★ Pure Mathematics 30 is a corequisite for Mathematics 31.

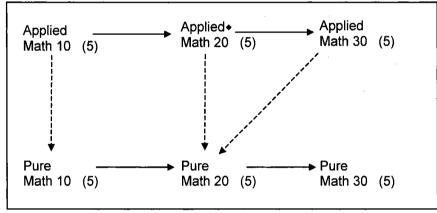
Transferring from Pure to Applied

[Always requires a minimum of three courses to complete the sequence to the 30-level.]

Pure ▶ Pure Pure Math 10 Math 20 Math 30 (5) (5)**Applied** Applied **Applied** Math 30 (5) Math 10 (5) Math 20 (5)

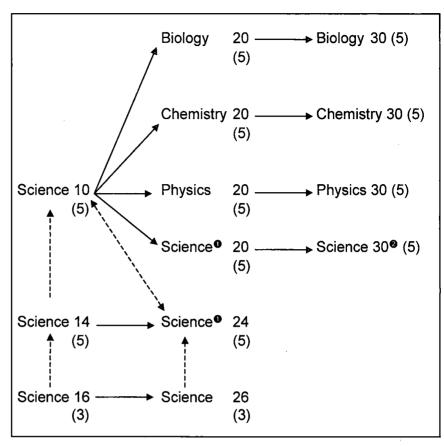
Transferring from **Applied to Pure**

[Always requires a minimum of four courses to complete the sequence to the 30-level.]



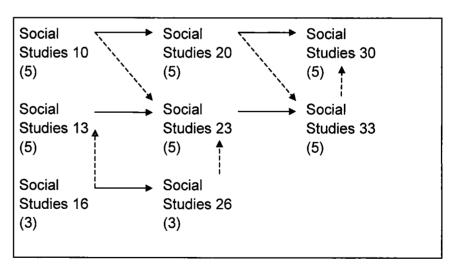
◆ A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

Science Program



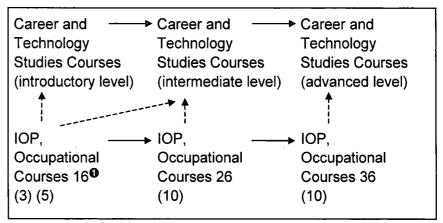
- Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may move from Science 24 to 20-level courses serving the student's best interests.
- Students who have passed Biology 20, Chemistry 20, Physics 20 or Science 20 (50% or greater) may enroll in Science 30.

Social Studies Program



Note: Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

IOP, Occupational Courses to Career and **Technology Studies Courses**



Transfer from a 16-level occupational course directly to an intermediate-level career and technology studies course may be considered where there is content relevancy and prerequisite requirements are met.



Administrators are referred to the Senior High School Graduation Requirements section for more information regarding student transfer to the Alberta High School Diploma route.

PROGRAM ADMINISTRATION: Instructional Delivery

Aboriginal Education

Aboriginal people throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta.

To support the learning of Aboriginal students, schools are encouraged to use learning resources that give attention to Aboriginal heritage perspectives. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Aboriginal language programs, have been developed.

Both provincially authorized and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

Alberta Learning's policy on Aboriginal education states that all students in Alberta should understand and be aware of Aboriginal cultures, lifestyles and heritage. Aboriginal issues and culture may be explored in art, drama, science, social studies and other areas of the curriculum. Students, teachers and administrators may also explore Aboriginal issues in Alberta through a locally developed and/or authorized Aboriginal studies course. The *First Nations, Métis and Inuit Education Policy Framework*, 2002 is available on the Alberta Learning Web site at www.learning.gov.ab.ca/nativeed/nativepolicy.





Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this Guide.



Many worthwhile initiatives including the establishment of the First Nations, Métis and Inuit Education Program resulted from the policy. Education programs were established to address the long term expected outcomes of the Policy Framework:

- 1. Improve First Nations, Métis and Inuit learner success in Early Childhood Services to Grade 12 and in post-secondary education.
- 2. Recognize and increase parental involvement in the education of First Nations. Métis and Inuit learners.
- 3. Strengthen relationships between First Nations, Métis and jurisdictions, Inuit people, school post-secondary institutions, vocational schools, apprenticeship providers, industry. other kev education stakeholders government.
- 4. Foster a greater appreciation and understanding by all Albertans of First Nations, Métis and Inuit people.

Alberta Learning commits to proactive collaboration and consultation with First Nations, Métis and Inuit parents and communities, and other key education, government and community stakeholders to implement learner-focused strategies that will:

- increase and strengthen knowledge and understanding among all Albertans of First Nations, Métis and Inuit governance, history, treaty and Aboriginal rights, lands, cultures and languages
- provide First Nations, Métis and Inuit learners with access to culturally relevant learning opportunities and quality support services
- develop ministry capacity to address First Nations, Métis and Inuit learner needs effectively
- report progress on the achievement of expected long-term outcomes for First Nations, Métis and Inuit people, and other Albertans.

Funds are provided to provincial school jurisdictions with specific plans or programs that are designed to enhance appreciation and understanding of Aboriginal people. addition, each school division is encouraged to make available cultural and linguistic opportunities for all of their students and to encourage participation in the school by Aboriginal groups and by the community in general.



More information on Aboriginal courses is available from the Aboriginal Services Branch.

Alternative Programs

(School Act, Section 21)

An alternative program is an education program that:

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy,

but is not a special education program, not a Francophone program, nor a program of religious education offered by a separate school board.

Boards may charge parents enrolling a student in the alternative program a fee to defray all or a portion of any non-instructional costs that the board may incur by offering the alternative program and that are in addition to the board's regular education program costs.

Blended Program

A blended program is an education program that consists of two distinct parts:

- Part 1—an in-school program where a teacher, employed by the school board or accredited private school, is responsible for the direct delivery and evaluation of courses
- Part 2—a home education program that meets the requirements of Home Education Regulation 251/2001 as amended



For more information on the requirements for the home education portion of the program, see the Home Education section of this *Guide*. School boards, or accredited private schools, are not required to offer blended programs; the offering of a blended program is optional.

A funded blended program is a blended program where the teacher employed by a school board, or an accredited private school, is responsible for the direct delivery and evaluation of courses amounting to:

- at least 50% of the student's program in grades 1 to 9
- at least 20% of the student's program in grades 10 to 12.

Charter Schools

A charter school is a public school that provides innovative or enhanced means of delivering education to improve student learning; that is, improved acquisition, in some measurable way, of skills, attitudes and knowledge. The proposed method of educational delivery that improves student learning must be supported by research. A charter school must have characteristics that set it apart from other public schools

in the same area. A charter school is designed to meet the needs of a specific group of students through a specific program or approach. Charters are granted by the Minister and are term specific.

A group interested in a charter school must first approach their local school board to determine if the group and the board can work to establish the innovative approach as an alternative program.



For more information regarding charter schools, contact the Special Programs Branch of Alberta Learning. The charter schools regulation, policy and handbook are presently under review.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues shall exercise sensitivity to ensure that students and others are not ridiculed, embarrassed, or intimidated for positions that they hold on controversial issues.

Controversial issues:

- represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of
- meet the requirements of provincially prescribed and approved courses and programs of study and education
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development, and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Distance Learning



Alberta Learning designs, develops and produces distance learning courses and courseware through the Learning Technologies Branch (LTB). These are available for purchase from the Learning Resources Centre. See Learning Technologies Branch in this section.

The Alberta Distance Learning Centre (ADLC) is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from ADLC or found on their Web site at www.adlc.ca.

Guidance and Counselling Programs and Services

The comprehensive school guidance and counselling program is centred on helping individual students meet their growth and developmental needs—educational, personal, social and career. Delivery of these programs is collaborative and multidisciplinary, involving the school counsellor and other school staff. Program success is based on a close partnership among school, home and community. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

School boards, accredited private schools and charter schools are expected to implement the *Comprehensive School Guidance & Counselling Programs and Services: Guidelines for Practice—A Program Development and Validation Checklist*, 1997, which reflects the content of the comprehensive approach to guidance and counselling in schools. Schools and school jurisdictions are expected to use the guidelines to monitor and evaluate their guidance and counselling programs and services.

Home Education

Home education recognizes a parent's right to provide home education to their children. Home education is a program of choice.

A parent wishing to home educate their child must notify any school board or an accredited private school of their intent to home educate and request that the board or private school supervise their child's home education program. Notification of the intent to home educate should be made during a school year. A supervising board or private school will review the completed notification form and the education plan developed by the parent and make a decision within 15 days. Supervising boards and accredited private schools must develop policy that includes guidelines for a home education student's participation school and extracurricular activities.

Home education must be based on a program that is prescribed, authorized or approved by the Minister or a program designed by the parent. Parents can choose curriculum resources and methodology that are consistent with the family's religious and conscientiously held beliefs. If the parent designs a program that does not follow the Alberta Program of Studies, the parent must declare that the program is consistent with the student learning outcomes listed in the schedule in the Home Education Regulation. Parents may ask the supervising board or private school for assistance in developing a home education plan or program.

Teachers are to be assigned to home education to facilitate student learning by providing assistance and advice to the Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio, with the parent at least twice a year. If a parent of a grade 3, 6 or 9 home education student refuses to have his or her child write either the appropriate Provincial Achievement Test or the alternative assessment, approved by the superintendent, the supervising board or accredited private school are required to provide a written report of the student's progress. This written report is included in the student's record.

If a supervising board or private school terminates a home education program, it is responsible for the student's education for the remainder of the school year and must make suitable arrangements for the student's access to an education program.

For more information regarding home education programs, refer to Home Education Regulation 251/2001 as amended and the Home Education Policy 1.1.2 available on the Alberta Learning Web site at www.learning.gov.ab.ca, or by contacting the Special Programs Branch of Alberta Learning.

Information Services Branch



The Information Services Branch collects, maintains and distributes basic data on all Alberta students. Jurisdictions are to register all students in ECS to Grade 12 by sending an electronic file to the Information Services Branch. Refer to the Schedule of Activities documentation available from the Information Services Branch.

Students taking continuing education programs or summer school courses for high school credit also are to be registered with the Information Services Branch.

The following information services are available on the Alberta Learning Extranet Web site at https://phoenix.edc.gov.ab.ca. This is a secure Web site and requires a password. Visit the Web site and complete the appropriate application form to request access to various services and information, such as:

- course/mark inquiry
- declare attendance
- student ID search
- statement of courses and marks request
- transcript request.

Course/Mark Inquiry

This service allows viewing of the courses and marks that Alberta Learning has on file for a student. It permits authorized school personnel to gain access to student course/mark information to facilitate placing a student in an appropriate program or to verify the student's course and mark information with Alberta Learning for accuracy and completeness.

Declare Attendance

This service allows a school administrator to declare that a student, not currently registered in the school, is in the process of registering to attend the school during the current school year. This service helps school staff to serve better Alberta students who are transferring into their schools.

Student ID Search

This service provides schools with the ability to access existing Alberta Student Numbers. Students who have just transferred to an Alberta school for the first time will not yet have an Alberta Student Number.

Statement of Courses and Marks Request

This service allows users to request a Statement of Courses and Marks on behalf of any student for whom they have the Alberta Student Number. The report provides information that Alberta Learning has available regarding a student's courses and marks. It is not the same as an Official Transcript. There is no cost for a Statement of Courses and Marks.

Transcript Request

This service allows for assisting students to request an official Alberta Learning transcript, providing an Alberta Student Number exists. Only certain credit cards are accepted. Transcripts can be sent to the student's home address and/or to a post-secondary institution. There is a fee for an official transcript.



For more information, contact the Information Services Branch.

Learning **Technologies Branch**

Alberta Learning continues its responsibility for the design. development, production and distribution of distance learning courses.

The Learning Technologies Branch (LTB) is responsible for providing leadership and consultation in the identification, development, implementation and evaluation of effective distance learning strategies and techniques in Alberta schools. LTB can be found on the Alberta Learning Web site at www.learning.gov.ab.ca/ltb. The following are some of the LTB services:



- providing workshops and seminars to groups establishing distance learning networks and consortia
- assessing developments technology, telecommunications networking, database access, hardware and software
- maintaining liaison with suppliers of materials for use in distance learning
- designing and developing all educational technology products used to deliver instruction in distance learning courses.

Ministerial Directives

Human Sexuality Education

Human sexuality is taught at several levels in Alberta, including the Grade 4 to Grade 9 Health and Life Skills program, and the senior high school Career and Life Management (CALM) course. The learning outcomes to be achieved by students are prescribed by Alberta Learning through the programs of study.

Students may be exempted, by parental request, from Health and Life Skills and CALM classroom instruction and activities that involve learner outcomes specifically related to human sexuality.



For more information, contact the Curriculum Branch.

HIV/AIDS in Educational Settings

Guidelines

The Information Bulletin on Acquired Immunodeficiency Syndrome in Educational Settings provides information and advice to school boards and regional health authorities in meeting their joint responsibility to provide educational programming to all eligible children and to protect the general public from communicable diseases.

HIV/AIDS is covered under the Communicable Diseases Regulation of the *Alberta Public Health Act*, and there is no legal basis on which to prevent children infected with HIV from attending school.

A mechanism for ongoing communication between school boards and regional health authorities should be established. School jurisdictions, with the assistance of local public health personnel, should develop policies consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases. Such policies should be reviewed regularly by school boards and local health authorities, and regular communication should be maintained on all health matters.



For the complete text, see Appendix 4 in this *Guide*. Additional information on HIV/AIDS, or other health-related matters, is available from local health authorities located throughout the province.

Online Delivery

An online program is a structured learning environment in which students access educational programs electronically. The planning, implementation and assessment of instruction is the responsibility of a certificated teacher employed by a school board or accredited private school. Online program providers must ensure elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction for Alberta courses and programs of study.

School authorities providing instruction through online delivery should develop policies and/or procedures on a variety of issues prior to program implementation. Specifically, school authorities should consider:

- how student attendance is to be defined
- the role of parents in instruction, assessment and supervision of student work
- staffing levels
- time frames for student access to the instructional expertise of teachers
- student evaluation practices
- requirements for program access by students living outside
- program decisions; e.g., self-paced or teacher controlled
- how to deliver all outcomes of Alberta programs of study
- provision for writing achievement tests and diploma examinations
- program and teacher evaluation
- how to provide alternative forms of program delivery for nonresident students who are experiencing difficulty in the online environment.

Students are to be identified in the Student Information System (SIS), using the grants program code for online programs.



The Alberta Online Consortium provides further information about online education and online schools. The Alberta Online Consortium can be contacted at www.albertaonline.ab.ca.

Outreach Program

The Outreach Program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. program allows students to access resources that improve their ability to succeed academically and socially. approach is taken to teaching and learning in recognition of individual student needs.

Outreach programs generally serve students of senior high school age. However, elementary and junior high school students experiencing difficulties with effective learning in regular programs, may also be served. For complete funding information, see the Funding Manual for School Authorities.



Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the Outreach Program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

The Outreach Program must provide students with educational services that are in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, time management and study skills.

School jurisdictions choosing to run their Outreach Program as a school will be required to meet the legislative and policy requirements associated with operating a school; e.g., designating a school principal, establishing a school council, preparing annually a school three-year education plan and a school annual results report, following the school closure regulation and other regulations.

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A school board intending to offer an Outreach Program must complete and submit to the Director, Special Programs Branch, a Request for Approval: Outreach Program Funding form by May 31 for the subsequent school year. Once granted, program funding approval is ongoing

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such library programs improve student opportunities for achieving a basic education.

Student learning experiences should integrate information retrieval and research skills. These skills are learned best within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher–librarians should be provided.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. Library resources are designed to help students expand their ability to find, generate, evaluate and apply information. Developing these information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For more information, see Focus on Learning: An Integrated Program Model for Alberta School Libraries, 1985, and Focus on Research: A Guide to Developing Students' Research Skills, 1990.

Special Education

Students with mild, moderate and severe special needs, and those who are gifted and talented, require specialized learning opportunities to achieve their full potential. The school board program delivery requirements and expectations that support Alberta Learning's objective of providing consistent direction, while supporting flexibility and discretion at the school authority level, can be found in the Standards for Special Education (formerly Guide to Education for Students with Special Needs).



Alberta Learning supports the education of students with special needs. Section 45 of the School Act requires that school boards provide each resident student with an education program. Section 47 states that students with special needs are entitled to have access to special education programs consistent with their needs. School boards are responsible for assessing student needs and identifying appropriate programs. Parents should be involved in decisions relating to the educational programs for their children.

A special education program:

- is based on an individualized program plan (IPP); all students with special needs, including students who are gifted and talented, require IPPs
- may be provided in a variety of settings
- is based on, and modified by, the results of continuous assessment and evaluation
- provides for instruction appropriate to individual learning needs.

Students with special needs taking curriculum courses for credit are expected to meet those course requirements.



For more information regarding special education programs and resources, contact the Special Programs Branch.

Program Information

The series *Programming for Students with Special Needs* includes practical suggestions about instructional strategies, classroom management, preparing individualized program plans, understanding the nature of special needs, and the availability of special education resources.

Titles in the series are:

- Teaching for Student Differences (Book 1)
- Essential and Supportive Skills for Students with Developmental Disabilities (Book 2)
- Individualized Program Plans (IPPs) (Book 3)
- Teaching Students Who Are Deaf or Hard of Hearing (Book 4)
- Teaching Students with Visual Impairments (Book 5)
- Teaching Students with Learning Disabilities (Book 6)
- Teaching Students Who Are Gifted and Talented (Book 7)
- Teaching Students with Emotional Disorders and/or Mental Illnesses (Book 8)
- Teaching Students with Autism Spectrum Disorders (Book 9)
- Teaching Students with Fetal Alcohol Spectrum Disorder (Book 10)



These resources are available for purchase from the Learning Resources Centre.

Use of Human Tissue and Fluid in Educational Programs

Alberta Learning firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools. Information regarding this topic is provided in *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, 1988.

Student Assessment ECS to Grade 9

Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning: instruction, program improvement and public accountability. It includes a variety of assessments for different purposes.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons:

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students, parents and others.
- The information is used in making decisions regarding student placement.
- The information is required for evaluation of program effectiveness and for revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for matching learning activities to learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the assessment process should have the following characteristics:

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied, and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of skill development.
- The measures should be appropriate to student development and cultural background.
- It should be constructive. It should focus on what students can do clearly identifying both strengths and areas of difficulty. It encourages improvement in areas of difficulty, linking new learning to what a student already knows and can do.
- It should involve students in their own assessment. gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches to Instruction

The terms diagnostic instruction and diagnostic teaching cycle are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.



To assist teachers in applying diagnostic techniques, Alberta Learning has developed the following service materials that are available from the Learning Resources Centre.

- Diagnostic Reading Program (Grade 1 to Grade 6, 1986) Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.
- Diagnostic Mathematics Program (Grade 1 to Grade 6, 1990) Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.
- Evaluating Students' Learning and Communication Processes (Grade 7 to Grade 10, 1993) Resource materials provide a strategy for evaluating student skills in six communication processes: exploring, imagining, empathizing, narrating, abstracting monitoring. To demonstrate these processes, diagnostic teaching units are included for language arts (Grade 7), science (Grade 7 and Science 14) and social studies (Grade 7, Grade 8 and Grade 9).

Assessment as the Basis for Communicating Individual Student Achievement[©] When students are placed in age appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's They may think that indications of satisfactory progress. progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The provision for Assessment as the Basis for Communicating Individual Student Achievement is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about:

- what their child knows and can do in the courses being studied
- how well their child is doing in those courses
- the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies.

The provision does not restrict the communicating of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent–teacher conferences, assessment

¹ This also applies to students in home education programs.

portfolios, report cards or student work samples. An individual program plan (IPP) is a method often used by teachers when there is a gap between a student's level of achievement and that student's grade placement. Whatever methods are chosen for implementing this provision, often face-to-face methods are the most successful for achieving clear and open communication.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Learning has developed classroom assessment materials, in English and in French, for teachers' discretionary use in language arts, mathematics, science and social studies in grades 1, 2, 4, 5, 7 and 8. There also are science materials for Grade 3. These materials were supplied to all schools. Additional classroom assessment materials are available for purchase from the Learning Resources Centre.



Provincial Achievement **Testing** Program



The provincial achievement tests measure knowledge and skills in language arts, mathematics, science and social studies. They are based on what students are expected to know and be able to do as set out in the programs of study.

All students in the appropriate grades are expected to write the annually administered achievement tests. English language arts and mathematics are assessed at grades 3, 6 and 9. Science and social studies are assessed at grades 6 and 9. The tests reflect a common provincial standard for students in a grade; and:

- accommodations are available for students with special needs for writing achievement tests
- there are French versions of the achievement tests in mathematics (grades 3, 6 and 9), science (grades 6 and 9), and social studies (grades 6 and 9). As well, there are French language arts tests for students in Grade 6 and Grade 9 alternative French language programs (includes French immersion), and Français for Grade 6 and Grade 9 Francophone students
- every effort is made to ensure that the tests show respect for cultural diversity and do not bias the performance of particular groups of students

results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students writing the test who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial standards. Group results for fewer than six students are reported to the jurisdiction and the school but are not reported publicly. Alberta Learning encourages comparisons of local results with provincial standards, not comparisons of individual scores with provincial averages or with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools early in the school year. The schedules are provided for three years at a time. Information about student achievement is provided to jurisdictions and schools, parents, and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. The document *Guidelines for Interpreting the Results of Achievement Tests* is provided along with the results.

For more information on provincial achievement testing, see the following documents sent to schools or provided electronically each year:



- General Information Bulletin: Achievement Testing Program
- Information bulletins about the tests in Grade 3, Grade 6 and Grade 9 are available on the Alberta Learning Web site
- Parent Guide to Provincial Achievement Testing for Grade 3, Grade 6 and Grade 9.

Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile is provided to the school for the student's educational record. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

Senior High School Graduation Requirements

Introduction

Students who entered Grade 10 in the 1994–1995 and subsequent school years are eligible to receive the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement upon completion of graduation requirements.

The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction. However, possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.



The Alberta High School Diploma graduation requirements follow in this section.



The Certificate of Achievement requirements, outlining the specific eligible courses and required credits, follow in this section.



The High School Equivalency Diploma requirements can be found in the Mature Students section.

Alberta
High School
Diploma Graduation
Requirements
(English)

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.

100 CREDITS including the following:

ENGLISH LANGUAGE ARTS – 30 LEVEL

(English Language Arts 30-1, 30-2, 30 or 33)

SOCIAL STUDIES - 30 LEVEL

(Social Studies 30 or 33)

MATHEMATICS - 20 LEVEL®

(Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)

SCIENCE - 20 LEVEL®

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages
- Physical Education 20 and/or 30⁴
- Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages
- one 36-level course from any IOP Occupational cluster
- one 35-level locally developed IOP course, or
- two 35-level courses from any trade in the Registered Apprenticeship Program

10 CREDITS IN ANY 30-LEVEL COURSE[©] (IN <u>ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

- Locally Developed/Acquired and Locally Authorized Courses
- 3000 Series; Advanced Level in Career and Technology Studies Courses
- 35-level Work Experience 6
- one 36-level IOP Occupational Course
- one 35-level Locally Developed IOP Course
- two 35-level courses from any trade in the Registered Apprenticeship Program
- two 30-level courses from any Green Certificate Specialization

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- For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.
- The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.
- Students may earn any number of credits in each second language, but only 25 credits in each second language studied may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- Integrated Occupational Program (IOP) students who wish to transfer to an Alberta High School Diploma route at any time must meet the requirements outlined above. One 36-level course (10 credits) from any occupational cluster, or 10 credits from any Green Certificate Specialization or two 35-level RAP courses are acceptable for students transferring from IOP to the Alberta High School Diploma program in order to meet the 10-credit requirement in any 30-level courses.
- **6** Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the Alberta High School Diploma Graduation Requirements for French First Language— Francophone in this *Guide*.
- Mature students should consult the Mature Students section in this *Guide* for applicable graduation requirements.





Alberta High School **Diploma Graduation** Requirements

(French First Language-Francophone)

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (FRENCH FIRST LANGUAGE-FRANCOPHONE)

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.

100 CREDITS including the following:

FRANÇAIS 30 OR 33

ENGLISH LANGUAGE ARTS – 30 LEVEL®

(English Language Arts 30-1, 30-2, 30 or 33)

SOCIAL STUDIES - 30 LEVEL

(Social Studies 30 or 33)

MATHEMATICS - 20 LEVEL®

(Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)

SCIENCE - 20 LEVEL®

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages[©]
- Physical Education 20 and/or 30⁶
- one 36-level course from any IOP Occupational cluster
- one 35-level locally developed IOP course, or
- two 35-level courses from any trade in the Registered **Apprenticeship Program**

10 CREDITS IN ANY 30-LEVEL COURSE 10 (IN ADDITION TO A 30-LEVEL SOCIAL STUDIES COURSE **AS SPECIFIED ABOVE)**

- English Language Arts 30-1, 30-2, 30 or 33
- Locally Developed/Acquired and Locally Authorized Courses
- 3000 Series; Advanced Level in Career and Technology **Studies Courses**
- 35-level Work Experience®
- one 36-level IOP Occupational Course
- one 35-level Locally Developed IOP Course
- two 35-level courses from any trade in the Registered Apprenticeship Program
- two 30-level courses from any Green Certificate **Specialization**

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- Students enrolled in Francophone programs must present Français 30 or 33 to meet their language arts diploma requirement. However, they must also present English Language Arts 30-1 or 30-2 (or English Language Arts 30 or 33) to fulfill, in part, the 10-credit diploma requirement from any combination of courses in the areas of second languages, career and technology studies (CTS), fine arts, Physical Education 20 and/or 30, or locally developed/acquired and locally authorized courses.
- Programme For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10. Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.
- 3 The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20-may also be met with the 10-credit combination of Science 10 and Science 14.
- Students may earn any number of credits in each second language, but only 25 credits in each second language studied may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- 5 Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- **6** Francophone students may use English Language Arts 30-1, 30-2, 30 or 33 to meet, in part, this 10-credit requirement.
- Integrated Occupational Program (IOP) students who wish to transfer to an Alberta High School Diploma route at any time must meet the requirements outlined above. One 36-level course (10 credits) or 10 credits from any Green Certificate Specialization or two 35-level RAP courses are acceptable for students transferring from IOP to the Alberta High School Diploma program in order to meet the 10-credit requirement in any 30-level courses.
- 3 Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.



Mature students should consult the Mature Students section in this Guide for applicable graduation requirements.

Certificate of Achievement

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

| 80 credits. | | | |
|--|--------------------|----------------------|---|
| Subject | Minimum Credits | Minimum Course(s) | Eligible Courses and Credits |
| English Language Arts 2 | 8/9 | 2/3 | Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) or 20-2(5) OR Eng Lang Arts 16(3) or 20-2(5) |
| Social Studies | 5/6 | 1/2 | Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5) |
| Mathematics | 3 | 1 | Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 4, 5) |
| Science | 3 | 1 | Science 16(3) OR Science 14(5) |
| Physical Education | 3 | 1 | Physical Education 10(3, 4, 5) |
| Career and Life Management | 3 | 1 | CALM (3) |
| Core Courses | 25/27 | | |
| Courses selected from the Occupational Clusters 66 | 40 | 2 | Occupational Courses 16 level - recommended minimum of |
| Agribusiness Business and Office Operations Construction and Fabrication | | 2 | 10 credits 26 level - recommended minimum of 20 credits |
| Creative Arts Natural Resources Personal and Public Services Tourism and Hospitality Transportation | | 1 | 36 level — required minimum of 10 credits |
| 65/67 Specified Credits | | | 13/15 Unspecified Credits |

- Credits are indicated in parentheses.
- To be considered for a Certificate of Achievement, a student must complete successfully the English requirements.
- Francophone students in IOP are encouraged to take Français 16(3), Français 26(3) and Français 36(3), in addition to the English Language Arts courses indicated above.
- Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.
- One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program in order to meet the 10-credit requirements.
- Students may meet the 40-credit occupational course requirement by completing:
 IOP occupational courses from among the clusters listed on the previous
 - page, AND/OR

 40 credits in CTS courses including 10 credits in advanced-level courses,
 - AND/OR
 - 40 credits in RAP including two 35-level RAP courses, AND/OR
 - 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
 - any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses, or 36-level occupational courses, or ten advanced-level CTS courses.

Student Placement and Promotion

Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, subject to policies of the school authority and to provisions in this *Guide*.

Grade 10 Students

For the purpose of determining a student's graduation requirements, the following is to apply: upon promotion from Grade 9, and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Learning, or the student is registered in a noncredit English as a Second Language course. Also see the Mature Students section for information regarding those who entered senior high school in, or before, the 1983–1984 school year.

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Senior High School Courses and Credits for Junior High School Students Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

Note: An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific outcomes for each core course of the junior high school program to the extent of his or her potential, has achieved acceptably in all enrolled optional courses, and who shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses.

The following are examples of course sequences that meet these criteria:

- English Language Arts 10-1, 20-1, 30-1
- Français 10–20–30
- French Language Arts 10–20–30
- French as a Second Language 10–20–30
- Applied Mathematics 10–20–30
- Pure Mathematics 10–20–30
- Science 10-20-30
- Social Studies 10–20–30.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school. The senior high school is to report these marks to the Information Services Branch.

Schools whose students take courses for senior high school credits while in junior high school, including CTS 1-credit courses and heritage language credit courses, will not receive credit enrollment unit funding for those courses completed. For more information, see the Funding Manual for School Authorities.

French as a Second Language Courses

Junior high schools may offer the Beginning level program for 5 senior high school credits and a final mark in French 10. Students who take the Beginning level program for senior high school credits should receive at least 250 hours of FSL instruction at the Beginning level over the three years of junior high school. The final assessment in FSL at the junior high school level is to cover the outcomes of the French 10 program of studies in all knowledge, skills and attitudes.

Junior high schools may offer the Intermediate level program for 5 senior high school credits and a final mark in French 20. Students who take the Intermediate level program for senior high school credits should receive at least 250 hours of FSL instruction at the Beginning level over the three years of junior high school. The final assessment at the junior high school level is to cover the outcomes of the French 20 program of studies in all knowledge, skills and attitudes.

The decision to offer French 10 and/or French 20 at the junior high school level should be based on the availability of certificated teachers with at least Advanced level proficiency in French, and established joint planning and articulation with a senior high school.

Exceptions

French 13 (French as a Second Language) is excluded under the Senior High School Courses and Credits for Junior High School Students provision.

Students who have completed the equivalent of French 13 in junior high school cannot receive waived prerequisite credits for this course in senior high school—they are placed directly into French 10.

Senior High School Credits for Post-secondary Courses



Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses or designate unassigned credits. This assessment is to be based on the number of credits assigned and should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the Senior High School Graduation Requirements section.



Schools must not use locally developed courses for evaluating students unless the courses are authorized by their boards.

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

A transfer guide designed to assist in the placement of students has been authored by the Council of Ministers of Education, Canada (CMEC). This transfer guide can be viewed under Secondary Education in Canada from the CMEC home page at www.cmec.ca under Elementary–Secondary Programs and Student Mobility. For further information, contact the Curriculum Branch.





A list of reference materials, which may be purchased by schools, is available to assist principals in the evaluation of out-of-country documentation. Contact the Teacher Development and Certification Branch for information on publication names and addresses. Their evaluation staff can assist those principals who, following a review of the reference materials, require consultation.

An Alberta High School Diploma is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements. exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

Electronic submission of senior high school evaluation is encouraged. A copy of the completed High School Evaluation Report form shall be forwarded to the Information Services Branch. Evaluation forms can be obtained from the Alberta Learning Extranet Web site under Tools and Software.

In the case of a dispute over the number of senior high school credits to be awarded, which cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases Committee. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.



The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, Learner Assessment Branch, Alberta Learning.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Learning in these instances.

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Students who use Français 30 or Français 33 to meet the language arts requirements for an Alberta High School Diploma must also present English Language Arts 30-1 or 30-2 (or English Language Arts 30 or 33). For more information, refer to the Senior High School Graduation Requirements section. However, a senior high school principal may appeal to the Special Cases Committee for special consideration on behalf of Canadian unilingual Francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 or 33 be accepted in lieu of English Language Arts 30-1 or 30-2 (or English Language Arts 30 or 33) for Alberta High School Diploma purposes.

Visiting or Exchange Students



Visiting or exchange students from another province or country, who wish to complete a course for credit, should be registered with the Information Services Branch.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Learning in the form of the High School Transcript of Achievement and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.



For further information, see the *General Information Bulletin:*Diploma Examinations Program.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1 and 30-2 (or English Language Arts 30 or 33) diploma examinations and the Science 30 diploma examination must be written in English. The Français 30 and French Language Arts 30 diploma examinations must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Applied Mathematics 30, Pure Mathematics 30, Biology 30, Chemistry 30 and Physics 30 must be written in either English or French.



For information regarding fees, see Eligibility to Write in the Student Assessment in Senior High School Subjects section.



Contact the Office of National and International Education for information about registering students from another province or country, including areas such as study permits, right of access and reciprocal student exchanges.

Student Assessment in Senior High School Subjects

Introduction



The Student Evaluation Regulation AR 177/2003 governing the evaluation of students has been developed under section 39(3)(c) of the School Act. This regulation may be found in Section 5 of the K-12 Learning System Policy, Regulations and Forms Manual.

The provincial Student Evaluation Policy 2.1.2 states that each school authority shall develop and implement a student evaluation policy.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Learning has developed classroom assessment materials (CAMP) for teachers' discretionary use. These materials are available for purchase



from the Learning Resources Centre.

Reporting Student Achievement in Senior High **School Subjects** Alberta Learning maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

Alberta Learning records a course as completed, if a mark of 0% to 100% is awarded and reported. Career and Technology Studies courses may be reported as "Incomplete," without a mark, if a student achieves a mark of less than 50%. Achievement in all completed senior high school credit courses is to be reported to the Information Services Branch.

All school-awarded marks, 0% to 100%, shall be reported for all courses, including diploma examination courses, to the Information Services Branch, Alberta Learning.

Marks shall be reported by electronic transfer or by using the High School Course Reporting Form, the High School Evaluation Report form, the Non-diploma Examination Courses Form or the Diploma Examination School Marks Checklist form.



Schools or school boards wishing to adopt electronic reporting should contact the Information Services Branch.

Only one mark per course in any reporting period will be accepted and added to a student's record, consequently, principals and/or students must withdraw duplicate or multiple registrations in the same reporting period prior to the timelines established for marks reporting.

Once reported to Alberta Learning, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, an adjustment may be submitted electronically or by using the High School Course Reporting Form.

School-awarded marks in diploma examination courses shall be reported to the Information Services Branch, as directed.

School-awarded marks in all non-diploma examination courses shall be reported no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the Information Services Branch. Schools will receive additional instructions, as required, throughout the year.

[•] Dates are specified in the Schedules, Dates and Writing Centres section of the General Information Bulletin: Diploma Examinations Program.

Reporting CTS Courses

Students must be individually assessed and graded on each 1-credit CTS course taken.

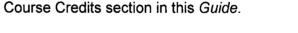
Schools are to report all successfully completed CTS courses to the Information Services Branch, along with an awarded mark not less than 50% for each 1-credit course. Successful completion of a CTS course at the senior high school level is based on demonstrating all of the general outcomes for any given course to the standard defined for each competency. This means that the student must be individually assessed on each of the general outcomes defined for the course in the program of studies.

Schools also report to the Information Services Branch, CTS courses in which the student has not met all the outcomes or has withdrawn. An incomplete (INC) status occurs when a student is registered throughout a course but does not complete all the learner outcomes. A withdrawn (WDR) status occurs when a student chooses not to complete a course. No mark is reported with either a course completion status of INC or WDR, and these courses do not appear on student transcripts.

Challenged CTS courses and those CTS courses given credit through evaluation by the senior high school principal, but taken in junior high school, are also to be reported to the Information Services Branch. See the Course Challenge section in this *Guide*.



The waiver of prerequisite provisions does not apply to CTS courses. See Exceptions in the Waiver of Prerequisites and Credits for Waived Prerequisite Courses in the Awarding



Further information about CTS course completion, reporting processes and funding eligibility is provided in the:



- Funding Manual for School Authorities
- CTS Manual for Administrators, Counsellors and Teachers, Appendix 6: Policies and Guidelines for Implementing CTS Courses in Senior High Schools.

Grade 12 Validation Statement

Alberta Learning makes every attempt to confirm the accuracy of each student's senior high school record by issuing to each Grade 12 student a Student Record Validation Statement. This validation statement is produced from the Alberta Learning student record. The statement shows the student's complete senior high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. See the Schedule of Activities documentation available from the Information Services Branch.



Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn a senior high school diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

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Notice of a student's exemption is to be reported by the principal, on the High School Course Reporting Form, or electronically, to the Information Services Branch, by April 30 prior to the student's anticipated graduation date.

Diploma Examinations Program



The Diploma Examinations Program consists of course-specific examinations based on the *Program of Studies: Senior High Schools*. Students are required to write diploma examinations in the following courses:

Applied Mathematics 30

Biology 30

Chemistry 30

English Language Arts 30-1

English Language Arts 30-2

Français 30

French Language Arts 30

Pure Mathematics 30

Science 30

Social Studies 30

Social Studies 33

Note: English Language Arts 30 and English Language Arts 33 diploma examinations will be available only for rewrites in January 2005, June 2005, August 2005. The August 2005 administration will be the last opportunity to rewrite these examinations.

The final mark for diploma examination courses is determined by averaging the diploma examination mark with the school-awarded mark. To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1, 30-2, 30, 33, and Science 30. Students may elect to write either the French or English language version of the respective examination.



For more information on diploma examinations, see the following documents available on the Alberta Learning Web site at www.learning.gov.ab.ca/k 12/testing.



- General Information Bulletin: Diploma Examinations Program
- Information for Students—a newsprint flyer sent to all schools
- Subject information bulletins for each course in which a diploma examination, as listed above, is administered.

January and June Diploma Examinations



Examinations are written at all senior high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with the Information Services Branch by their senior high school principal.

Students not currently enrolled in a diploma examination course, but wishing to write, must register with Alberta Learning. This can be achieved by completing a diploma examination registration form, available through senior high school principals, the Learner Assessment Branch, Information Services Branch or the Alberta Learning Web site. The registration form is to be forwarded to Alberta Learning by the due date, as published in the *General Information Bulletin: Diploma Examinations Program*.



Special writing centres outside Alberta may be authorized for the January and June examination sessions upon application to and approval by the Special Cases Committee.



August Diploma

Examinations

August diploma examinations are written only at a selected number of centres and summer schools throughout the province.

For the August administration, students not registered through a summer school, register at the time of writing their examinations.



Special writing centres outside Alberta may be authorized for the August examination session upon application to and approval by the Special Cases Committee.

November and April Diploma Examinations



November and April diploma examinations are available only to students in schools that have been approved by the Minister of Learning to administer these examinations. Approvals are coordinated through the Learner Assessment Branch of Alberta Learning.

Diploma Examinations Schedules



For information on diploma examinations schedules, consult the current *General Information Bulletin: Diploma Examinations Program*, available in all senior high schools or from the Alberta Learning Web site.

Eligibility to Write

- Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.
- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been awarded credit previously for the course may register to write the diploma examination. A student rewriting a diploma examination is required to pay a rewrite fee (see Rewrite Fees below).



- Mature students, as defined in the Mature Students section of this *Guide*, may register to write the diploma examination, without taking regular instruction.
- Foreign students who are coded 416 (visiting students not funded by Alberta Learning) and writing a diploma examination will be required to pay a fee.



• Students who are in a Home Education Program are eligible to write diploma examinations.

Rewrite Fees

- Students who intend to rewrite a diploma examination are required to submit a registration form and pay a rewrite fee for each examination, directly to Alberta Learning. This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school or distance learning.
- Students who have unpaid rewrite fees from prior examination sessions will have current payments credited toward the outstanding debts. Students are required to clear any outstanding debt before their current examination marks appear on their senior high school records.
- Students are charged a rewrite fee for a diploma examination, if the students have written examinations in this course within the current or previous two years.

Accommodations for Students with Special Diploma Examination Writing Needs

Students with special diploma examination writing needs may require accommodations in order to write a diploma examination and may request approval for:

- an examination to be provided in Braille, large print or CD format
- variation in writing time and place or mode of response
- other adjustments.

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Administrators are directed to the policy Accommodations for Students with Special Diploma Examination Writing Needs, contained in the General Information Bulletin: Diploma Examinations Program. The school principal shall make application, together with the required documentation, to the Special Cases Committee, Learner Assessment Branch, Alberta Learning according to the dates specified in the General Information Bulletin: Diploma Examinations Program.

Accommodations are applied for and granted for a specific examination administration. A renewed application for any accommodation must be made, in writing, for any subsequent administration. Documentation is required only for the initial application.

Exemption from Writing Diploma Examinations



Under specific circumstances, the school-awarded mark may be accepted as the final mark upon application to and approval by the Special Cases Committee. See the Special Cases Committee section for more information.

Diploma Examination Results Statement Following each diploma examination period each student who has written one or more diploma examinations receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark, and the final mark for each course.

Note: Students who have unpaid examination rewrite fees are required to clear this debt before any current examination marks will appear on their senior high school records.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark, for official transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

Reporting to the Public

Schools, school boards, charter school boards and private schools are expected to report annually to the public. They are expected to report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released annually by the Minister in the fall. Prior to this release, an annual summary report containing combined results for all diploma examination administrations is provided to schools and school authorities. Summary results for the school year are provided on Alberta Learning's Web site. For further information, schools can also refer to Policy 2.1.3, Use and Reporting of Results on Provincial Assessments, and the Guide for School Board Planning and Reporting.





Appeal Procedures

School-awarded Course Marks School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted to the Information Services Branch before the official release dates of Results Statements. These dates are published in the annual General Information Bulletin: Diploma Examinations Program.



Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted to the Information Services Branch for approval.

Diploma Examination Marks A student who believes that his or her diploma examination mark does not appropriately reflect his or her achievement may:

- submit a written request for a rescore to the Learner Assessment Branch, in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Rescoring a Diploma Examination

- A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Learning. This fee is refunded, if the examination mark is raised by 5% or more.
- The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High School Diplomas, Certificates of Achievement and Transcripts

Information Services Branch issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A Statement of Courses and Marks, containing the entire senior high school record, accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Learning student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Language Versions

Diplomas, certificates, transcripts and statements of courses and marks are issued in the English language. Principals of schools with alternative French language programs (includes French immersion) are expected to advise their students that they can request that their transcripts and/or Alberta High School Diplomas be in French. Principals should submit a letter to Information Services Branch naming those students wanting French diplomas and transcripts. For students registered in a Francophone school, diplomas, certificates and transcripts will be issued in French.

All students receive a Statement of Courses and Marks in English only.

Provisions for Mature Students



Mature students may earn senior high school credits without holding the prerequisite courses. See the Mature Students section for more information.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed, prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school operated by a public or separate school board, or to an accredited private Alberta high school from a registered Alberta private school, or other nonaccredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the appropriate school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are awarded, the principal is expected to enter, either electronically or in the course mark column on the High School Evaluation Report form, a "P" for pass, not a grade or percentage score.

Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits, by Alberta Learning, on the recommendation of the principal, subject to the following departmental requirements:

- instruction is provided by qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each subject meets minimum times specified by Alberta Learning
- the content of each subject follows that outlined in the Program of Studies: Senior High Schools and/or course(s) approved by the Minister and/or by the school authority
 - the senior high school is operated in accordance with the Guide to Education: ECS to Grade 12
 - student evaluation is carried out in accordance with school authority policy and is consistent with provincial policy
 - school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with school authority policy. School-awarded marks are subsequently submitted to Alberta Learning for recording, at a time and in a manner determined by the Minister.



Rules Governing Awarding of Credits

- To earn the credits attached to all senior high school courses, a student shall achieve at least 50% ("C" standing) in each course.
- Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and will appear on the transcript.

Number of Senior High School Credits in French and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, no more than 25 credits may be presented in any one second language, including French, for senior high school diploma purposes. However, for purposes other than the senior high school diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French.

Course Sequence Transfer



The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under Transfer Points (Recommended) and Course Sequences in the Courses and Programs section.

Students may transfer from a lower level sequence to a higher level sequence. For example, in senior high school social studies, students may transfer from the 13–23–33 sequence to the 10–20–30 sequence. For specific course sequences, refer to the transfer sequence charts under Transfer Points (Recommended) and Course Sequences in the Courses and Programs section.



Students who transfer from a 10–20–30 sequence to a 13–23–33 sequence, or from a 13–23–33 sequence to a 14–24 sequence, should transfer into the sequence at the next grade level; e.g., Social Studies 10 to Social Studies 23. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10 and then transfer to Social Studies 23 will not receive credits for Social Studies 13.



When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence, and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10, then successfully complete Social Studies 33 should receive waived credits for Social Studies 23 and earned credits for Social Studies 33

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, jurisdictions and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Learning. Changes in diploma examination registration from one level to another (for example, Social Studies 30 to Social Studies 33) after these registration dates should occur only if there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student, and where applicable parents or guardians, is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must have their final, school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process for the evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the Course Challenge provision outlined in this section.



Prerequisite Standing



A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See Appendix 1 in this *Guide*.

Course Challenge

Course challenge is a provision that allows senior high school students to challenge the outcomes of a course, including 1-credit career and technology studies courses, through a formal assessment process.

Course challenges are intended to:

- meet the diverse needs of students
- · encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Students challenging a course will be given a final course mark, except in diploma examination courses, and, if successful, credits in that course.

This provision applies to the non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Credit in diploma examination courses can be achieved only through combination of the school-awarded mark (50%) and the diploma examination mark (50%).

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies.

Any student who is registered in senior high school and who believes that he or she already possesses the knowledge, skills and attitudes prescribed by the program of studies for a course, shall be allowed to demonstrate these learnings through special assessment opportunities.



For additional information regarding procedures, see Course Challenge in Appendix 3 of this *Guide*.

Exceptions

Since the course challenge policy applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies.

The following are excluded from the course challenge provision:

- French 13
- Mathematics Preparation 10
- All RAP courses
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- CTS courses completed in grades 7, 8 and 9.

Waiver of
Prerequisites
and Credits for
Waived
Prerequisite
Courses

Prerequisites shown in Appendix 1 of this *Guide* may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgements are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

For example:

- A student who is waived into English Language Arts 30-1, and successfully completes the course, receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.
- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits. However, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.
- A student who successfully completes English Language Arts 10-1, then earns credits for English Language Arts 30-2, should receive waived credits for English Language Arts 20-2.

Upon successful completion of the next or higher ranking course in a given sequence, the principal shall report, electronically, on the High School Course Reporting Form, any waived course or courses to the Information Services Branch. Credits are then granted for the waived prerequisite course or courses, and a "P" for pass is recorded on the student's record and transcript. The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" for pass), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see under School Organization in the Senior High School Programming section) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.



Exceptions

The waiver provision outlined above does not apply to the following courses:

- all CTS Courses (except as outlined below)
- French 13
- Locally Developed/Acquired Optional Courses (all)
- Mathematics Preparation 10
- Physical Education 10
- Registered Apprenticeship Program 15–25–35
- Social Studies 10
- Social Studies 13
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

Career and Technology Studies



Students may challenge courses in CTS. See Course Challenge in this section. The waiver provision does not apply to CTS, and as such, the student would receive credits only for courses successfully challenged, regardless of level (introductory, intermediate or advanced). The student would not receive waived credits.

In order for a student to be given advanced standing when entering senior high school with the necessary competencies in a 1-credit CTS course, achieved in junior high school, the student may need to have a prerequisite waived. The only time in which a CTS 1-credit course may be waived is when the senior high school principal accepts the recommendation of a

[•] A "P" for pass mark is not taken into consideration in the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or for post-secondary entrance.

junior high school principal to place a Grade 10 student into a higher level 1-credit course that requires a prerequisite. In this case, the senior high school principal would place the student in the higher level 1-credit course, in effect waiving the lower level 1-credit course. Upon successful completion of the next or higher ranking course in a given sequence, the principal shall report, electronically, on the High School Reporting Form, any waived course or courses to the Information Services Branch. The student would then receive credit for the waived course and a mark and credit for the 1-credit course. This is the only way in which a CTS prerequisite may be waived.

Retroactive Credits



This section applies to all students except mature students. See the criteria for mature students in the Mature Students section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS 0

| Alternative | Alternative |
|---|---|
| Course Passed | Retroactive Credits |
| Semester/School Year: B | Semester/School Year: B |
| English Language Arts 30-2 | English Language Arts 20-2 |
| English Language Arts 20-2 | English Language Arts 10-2 |
| English Language Arts 30-2 | English Language Arts 20-2 |
| English Language Arts 26 | English Language Arts 16 |
| Français 23 | Français 13 |
| Français 33 | Français 23 |
| Français 26 | Français 16 |
| French 31a | French 30, 20, 10 |
| French 30 | French 20, 10 |
| Mathematics 24 Applied Mathematics 20 Mathematics 24 Applied Mathematics 30 Mathematics 26 Mathematics 24 | Mathematics 14 Applied Mathematics 10 Mathematics 14 Applied Mathematics 20 Mathematics 16 Mathematics 14 |
| Social Studies 23 | Social Studies 13 |
| Social Studies 33 | Social Studies 23 |
| Social Studies 26 | Social Studies 16 |
| Science 24 (5 credits) | Science 14 |
| Science 26 | Science 16 |
| | Course Passed Semester/School Year: B English Language Arts 30-2 English Language Arts 20-2 English Language Arts 30-2 English Language Arts 26 Français 23 Français 23 Français 26 French 31a French 30 Mathematics 24 Applied Mathematics 20 Mathematics 24 Applied Mathematics 30 Mathematics 24 Social Studies 23 Social Studies 23 Social Studies 26 Science 24 (5 credits) |

The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.

Courses for which retroactive credits have been granted will be recorded as "P" for pass on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Learning when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".
- At the end of Semester "A" or School Year "A", the principal reports to the Information Services Branch, that the student has failed in the registered course. A mark of less than 50% must be reported to the Information Services Branch and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B".
- The principal subsequently submits to the Information Services Branch, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher level alternative course completed.

Mature Students

Mature Student Status

Mature Student Status is granted effective September 1 for the subsequent school year. All the necessary criteria are to be satisfied prior to September 1.

- A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is:
 - 19 years of age or older; or
 - the holder of a previously awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.
- The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Learning. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.
- If a dispute or uncertainty as to whether or not a person qualifies for Mature Student Status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Executive Secretary, Special Cases Committee, Alberta Learning.



- Mature students enrolled in credit courses must be registered with the Information Services Branch.
- A mature student may earn senior high school credits after successfully completing:
 - courses offered in a regular accredited school
 - courses offered under extension programs
 - courses offered by the Alberta Distance Learning Centre
 - a diploma examination conducted by Alberta Learning with or without formal course instruction.
- A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits Alberta Learning the normal bv in prerequisite(s) for the course(s) completed. credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 13-23-33 and Social Studies 30 will receive 20 credits. See under Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section.
- Mature students are eligible to receive the Alberta High School Diploma or the Certificate of Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management.

Note: Many school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their school authority for details about such programs.



Mature students who enroll in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and Career and Life Management, to earn senior high school diplomas. Mature students who entered senior high school in the 1983-1984 school year, or before, may meet the current requirements for the Alberta High School Diploma or the 1983-1984 requirements, as follows. For a mature student to meet this provision, the student must have had a mark reported to Alberta Learning in, or before, the 1983-1984 school Also see under Grade 10 Students in the Student vear. Placement and Promotion section.

THE THE

High School
Diploma Requirements
1983–1984

A high school diploma is awarded to a student holding 100 credits, subject to the following requirements:

- Language arts—a minimum of 15 credits, five of which must be in English Language Arts 10 or English Language Arts 13 and five in English Language Arts 30 or English Language Arts 33.
- Social studies and social sciences—a minimum of 10 credits, five of which must be earned in Social Studies 10. A maximum of 18 credits may be earned in the social sciences options.
- Physical Education 10—a minimum of 2 credits, which were offered at that time.
- Mathematics—a minimum of 5 credits with a maximum of:
 - 10 credits in Grade 10
 - 15 credits in Grade 10 and 11 courses.
- Science—a minimum of 3 credits.
- Grade 12 courses—5 credits in English Language Arts 30 or English Language Arts 33, or English 36¹⁰ if completed prior to September 1974, plus a minimum of 10 credits in other subjects at this level.

Credits earned in other approved high school courses may be used to obtain the required 100 credits.

The principal forwards a letter to the Information Services Branch indicating for which diploma requirements the student is eligible. This information may be provided at any time during the school year.



See also the Alberta High School Diploma Graduation Requirements in this *Guide*.

¹ The English 36 course referred to here should not be confused with the Integrated Occupational Program English 36 course. There was no departmental examination for the English 36 course referenced here.

High School Equivalency Diploma

Alternative 1

There are two alternatives for achieving a High School Equivalency Diploma.

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will forward a letter to the Information Services Branch, indicating that the following requirements have been met. All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Learning (for out-of-province students), offering approved senior high school courses, as follows:
 - a high school course in mathematics 5 credits
 - a high school course in science
 3 credits
 - English Language Arts 30 or 30-1 or
 English Language Arts 33 or 30-2 5 credits
 - one other 30-level course, other
 than English Language Arts
 5 credits
 - additional high school courses
 42 credits
- A minimum of 40 additional credits, which must be earned as follows:
 - additional high school courses
 - additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes AND/OR
 - a maximum of 15 credits for maturity, according to the following scale:
 - age 21-24 (inclusive) 5 credits
 - age 25-29 (inclusive) 10 credits
 - age 30 and over
 15 credits
 - a maximum of 5 credits for extensive travel
 - a maximum of 5 credits for extensive reading or private study.

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450¹⁰ or better in each test, and meets the eligibility requirements, will be granted a High School Equivalency Diploma.



For more information regarding Alternative 1, Alternative 2 and the GED program, contact the Provincial GED Administrator, Learner Assessment Branch.

[•] The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.

Special Cases Committee

Frame of Reference of the Committee Student Evaluation Regulation

Alta. Reg. 177/2003,

Section 12

The Minister under Section 12 of the Student Evaluation Regulation, A.R. 177/2003, appoints members of the Special Cases Committee. The Committee addresses matters that require the interpretation and application of policy relative to an individual's program.

The Special Cases Committee is the final procedural level in the appeal process before one can ask the Minister of Learning to review a decision. All other avenues of appeal are to be explored at their jurisdictional level before making an appeal to this provincial body.

Membership of the Committee

The Minister appoints members of the Committee. chaired by the Director. Administration, Learner Assessment Branch and is comprised of four other directors of Alberta Learning, or their designates, as approved by the chair.

Functions of the Committee

The Committee is responsible for hearing appeals from decisions on matters, including the following:

- determining the number of high school credits to be awarded to out-of-province students who have appealed an Alberta school evaluation
- ruling on whether expelled students may be permitted to write diploma examinations
- ruling on disputed evaluation or diploma requirements where no policy or precedent exists

- determining mature student status of individuals
- reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate in the circumstances.

Directions for Contacting the Committee

- Individuals who have explored all other avenues of appeal at their jurisdictional level may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission should provide reasons for the appeal and rational in support of the appeal.
- Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent of the school authority where the student received instruction.
- Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal.
- Students shall be informed of their right of appeal to the Special Cases Committee.

RESOURCES AND SERVICES:

Learning Resources

Introduction

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Learning developed, and Alberta teacher published, are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of these resources does not require their use in program delivery.

Almost all basic and support student learning resources, and authorized teaching resources, are available for purchase from the Learning Resources Centre of Alberta Learning.



Accessibility, availability, pricing and ordering information for all authorized learning resources is available from the Learning Resources Centre, or the Learning Resources Centre Resources Catalogue (also available in CD-ROM and print formats).



Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this Guide.

Learning Resources Credit Allocation



The Learning Resources Credit Allocation (LRCA) is applicable to all products purchased from the Learning Resources Centre. The credit allocation is available, up to a specified dollar limit, through the Learning Resources Centre for eligible or approved Alberta school authorities for the purchase of any learning resource carried by the LRC. Further information for the present allocation is provided in the *Learning Resources Centre Resources Catalogue*, at their Web site, in the LRCs School Information Package, or by calling the LRC.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes for a course(s), substantial components of a course(s), or the most appropriate for meeting general outcomes across two or more grades, subject areas or programs as outlined in provincial programs of study. Basic learning resources may include any resource format, such as print, computer software, audio, video or manipulatives.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes for a course or components of a course; or to assist in meeting the outcomes across two or more grades, subject areas or programs as outlined in provincial programs of study. Support learning resources may include any resource format, such as print, computer software, audio, video or manipulatives.

Learning Resources for Students with Visual Impairments

The Learning Resources for the Visually Impaired (through LRC's Materials Resource Centre) provides alternative formats for curriculum materials, such as braille, large print and audiotape, as well as equipment and kits for visually impaired students in Alberta. Materials available for students who are visually impaired may also be useful for students with perceptual disabilities.

The MRC currently loans to school authorities the following:

- braille, audiotape and large print curriculum and leisure reading resources
- kits including sensory, concept and skills development materials, tactile games and maps
- professional resources for use of educators of the visually impaired
- specialized equipment including braillers, braille notetakers, 4-track cassette recorders, talking calculators, closed circuit televisions, large print calculators, large print typewriters and electronic dictionaries.



For more information, contact the Materials Resource Centre Unit at the Learning Resources Centre.

Locally
Developed/
Acquired
Student
Learning
Resources



A school board may develop or acquire instructional materials for use in programs or in schools under section 60(2)(b) subject to the provisions of section 39 of the *School Act*.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Curriculum Support Resources for Teachers

The provision for curriculum support is a responsibility shared by school authorities and Alberta Learning. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include print and nonprint items and support activities include orientation sessions and/or workshops.

Most curriculum support materials are available for purchase from the Learning Resources Centre.

A number of teacher inservice programs are available on video from ACCESS: The Education Station.

Information about curriculum support materials and activities is available from the Learning and Teaching Resources Branch of Alberta Learning.



For all French language program curriculum support resources, please contact the French Language Services Branch.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Learning and authorized by the Minister; e.g., resources produced by publishers, reviewed by Alberta Learning, found to meet the review criteria, and to be the best available resources to support the implementation of courses/programs of study and the attainment of the goals of education. Teaching resources produced as documents by Alberta Learning, such as guides, diagnostic programs and monographs, are approved by definition.

In exceptional circumstances, a teaching resource may be given basic teaching status.

Learning Resources Centre Resources Catalogue



The Learning Resources Centre Resources Catalogue, and its Internet Web site, with electronic inquiry/ordering capability, provide a comprehensive list of all student and teaching resources authorized by Alberta Learning for use in Alberta schools. The Learning Resources Centre carries almost all resources authorized by Alberta Learning and provides affordable access to resources in English, French, and other International and Aboriginal languages.

All resources available from the Learning Resources Centre are sold on a not-for-profit basis. In addition, LRC's ordering, pricing and business practices are available in its *Learning Resources Centre Resources Catalogue*, on the Web site, or by calling LRC. As well, for each resource carried in stock, the LRC provides such product information as:

- grade and subject of intended use
- authorization status
- language of content
- title
- publisher
- edition
- author
- publication year
- ISBN
- LRC product order number
- LRC selling price.

French language instructional materials for French first language and for French alternative language programs (includes French immersion) are listed on the CD-ROM version of the Learning Resources Catalogue in French.

The Learning Resources Centre carries the following categories of learning resources for school purchase:

- basic student learning resources, print and nonprint
- support student learning resources, print and nonprint
- authorized teaching resources
- distance education print and some nonprint course material
- English, French and other languages instructional materials
- Alberta Learning legal and information/service publications, such as programs of study, guides to education, and Western Canadian Protocol framework documents
- preadministered Grade 12 diploma examinations
- some standardized test materials
- additional learning resources that do not go through review or evaluation by Alberta Learning but may be listed by LRC for school purchase due to high demand and usage by schools.

LearnAlberta.ca



The LearnAlberta.ca Web site at www.learnalberta.ca offers engaging digital learning resources for students, parents and teachers in Alberta's Kindergarten to Grade 12 community. These multimedia learning resources can be accessed at school, at home or from any computer with an Internet connection.

Basic Learning Division

Introduction

The Basic Learning Division works with the province's school authorities and early childhood services operators to provide learning programs that affect birth through adolescence. This includes programs for preschool and school-age children. The work of the division focuses on providing courses and programs and setting standards for the province's school authorities. As well, the division provides services to support program implementation. Numerous specialized functions and projects related to special programming initiatives, such as Aboriginal education, coordination of the Alberta Children's Initiative, Francophone education, and programs for those with special needs, contribute to laying the foundation for lifelong learning for all of Alberta's youth.

Provincial Standards and Processes Sector

The Provincial Standards and Processes Sector develops, communicates, assesses and supports the elements, expectations and programs related to Alberta's Kindergarten to Grade 12 education system.

Governance and Program Delivery Branch



The Governance and Program Delivery Branch works with clients, stakeholders and branches in Alberta Learning to ensure provincial policies and programs are aligned and support learners' access to education, as defined by the *School Act* and related legislation:

- standards and processes for reviews, inquiries and investigations
- school authority governance
- the Guide to Education: ECS to Grade 12, the School Act, policies and regulations
- Attendance Board, establishment of separate school districts
- disposition of property, board elections and private schools.

Curriculum Branch



The Curriculum Branch works with clients, stakeholders and branches in Alberta Learning to develop the learning outcomes for Kindergarten to Grade 12 learners that will prepare them for daily life, further studies and the workplace:

- provincial standards and processes related to the design and development of Kindergarten to Grade 12 curricula, with a specific focus on core and optional curricula
- Kindergarten to Grade 3 programming
- curriculum development in career education, essential competencies, Integrated Occupational Program, Aboriginal languages and cultures, and international languages
- standards related to the format in which programs of study are prepared for use by school authority staff.

French Language Services Branch



The French Language Services Branch works with clients, stakeholders and branches in Alberta Learning in all matters related to French language education including Francophone education and alternative French language programs (includes French immersion) and French as a Second Language. Activities include:

- developing the learning outcomes for Kindergarten to Grade 12 learners
- selecting and developing print and digital instructional resources for learners and support materials for teachers that meet acceptable provincial standards and processes
- developing standards and processes in support of alternative ways of addressing the unique needs of individual learners
- developing standards and processes to ensure French language quality in Alberta Learning documents
- administering Federal/Provincial agreements in support of French language programs.

Learning and Teaching Resources Branch



The Learning and Teaching Resources Branch works with clients, stakeholders and branches in Alberta Learning in selecting or developing instructional resources for learners and support materials for teachers and in ensuring these resources meet acceptable provincial standards and processes:

- resource reviews in all subject areas
- authorization of learning and teaching resources for English, French and other language programs
- Western and Northern Canadian Protocol Resource Reviews for mathematics, English language arts
- development of Guides to Implementation to support implementation of new and revised programs and development of other teacher resources.

Teacher Development and Certification Branch



The Teacher Development and Certification Branch works with clients, stakeholders and branches in Alberta Learning in developing provincial standards and processes in matters related to professional staff who are key to the teaching process:

- teacher certification services and teacher registry maintenance
- due process for any Albertan to address concerns or make a complaint about a teacher's teaching or professional conduct (non-ATA members only) under the Practice Review of Teachers Regulation
- administrative services and support to the Council on Alberta Teaching Standards and the annual Excellence in Teaching Awards Program
- policy support to the basic learning system about quality teaching, including teacher career-long growth, preparation, supervision and evaluation.

Special Programs Branch



The Special Programs Branch works with clients, stakeholders and other branches in Alberta Learning in developing standards and processes to support alternative ways of addressing the unique needs of individual learners:

- ECS to Grade 12 programs for learners with mild, moderate and severe special needs, and those who are gifted and talented; and other supports for students, including guidance and counselling, transitions from school to work to post-secondary, safe and caring schools and student health;
- responsiveness to student needs and parent interests through such programs as home education, charter schools, alternative programs, blended programs, online programs/schools and outreach programs/schools.

Field Services Sector

Field Services Branches provide "one-stop" standards and program implementation services to meet the unique needs of school authorities, key education stakeholders, and the public. Branches identify emergent issues, provide clients with support in problem resolution, and facilitate two-way communication between school authorities and Alberta Learning. Service areas include five geographic regions and Aboriginal communities throughout the province. Field Services fosters effective professional development practices provincially and acts as a liaison between Alberta Learning and the six regional professional development Field Services also provides assistance to consortia. jurisdictions on the Alberta Initiative for School Improvement (AISI) through the School Improvement Branch.

The Field Services Sector is comprised of the following branches:



- Zone 1 Services
- Zone 2/3 Services
- Zone 4 Services
- Zone 5 Services
- Zone 6 Services
- Aboriginal Services
- School Improvement.

Zone 1 to Zone 6 Services Branches

The Zone Services Branches work with clients, stakeholders and branches within Alberta Learning to provide "one-stop" provincial standards and program implementation services to school authorities and the public in Alberta:

- consult with school authorities regarding the particular needs of clients and interests of stakeholders, and in collaboration with other branches, adapt service delivery of provincial governance, curriculum, learning and teaching resources, professional development, special programs, and learner assessment standards and processes accordingly
- identify emergent issues, provide clients with support in problem resolution, and facilitate two-way communication between school authorities and Alberta Learning.

Aboriginal Services Branch



The Aboriginal Services Branch works with stakeholders and branches within Alberta Learning to provide "one-stop" provincial standards and program implementation services to school authorities and other education partners on all matters related to First Nations. Métis and Inuit education and culture:

- implements First Nations, Métis and Inuit Education Policy Framework, reviews First Nations, Métis and Inuit Education Programs, and provides support to school authorities for improving the implementation of these programs
- consults with school and band authorities, Indian and Northern Affairs Canada, and other education partners regarding provincial governance, curriculum, learning and teaching resources, professional development, special programs and learner assessment, and adapts service delivery according to the needs and interests of First Nations, Métis, Inuit and other Aboriginal clients and stakeholders
- provides leadership for Aboriginal awareness professional development sessions in partnership with other division branches and regional consortia.

School Improvement Branch



The School Improvement Branch (SIB) works collaboratively with partners and stakeholders in the design, development, implementation and sustainable management of the Alberta Initiative for School Improvement (AISI). The SIB also works with partners in the design and delivery of provincial "supports" to AISI; e.g., thematic inservices, sharing symposia, research abstracts clearinghouse, to enhance the success of projects leading to meaningful and sustainable improvement of student learning and performance. SIB determines provincial AISI outcomes and communicates these outcomes and key lessons learned in an annual report.



For more information about Basic Learning, visit the Alberta Learning Web site at www.learning.gov.ab.ca/department/ about.asp.

Addresses

Alberta Learning Branch Addresses

Note: To be connected by telephone, toll free, from inside Alberta, dial 310–0000 and ask the operator for the desired number.

 The electronic address (URL) for Alberta Learning on the Internet is:



- www.learning.gov.ab.ca
- The mailing address for most Alberta Learning branches is:
 - 44 Capital Boulevard 10044 – 108 Street NW Edmonton, Alberta T5J 5E6



For more information about Basic Learning, visit the Alberta Learning Web site at www.learning.gov.ab.ca/department/about.asp.

- The following branches have individual telephone and fax numbers, as noted.
 - Aboriginal Services Branch

Telephone:

780-415-9300

Fax:

780-415-9306

Communications Branch

Telephone:

780-422-4495

Fax:

780-422-1263

Curriculum Branch

Telephone:

780-427-2984

Fax:

780-422-3745

French Language Services Branch

Telephone:

780-427-2940

Fax:

780-422-1947

Governance and Program Delivery Branch

Telephone:

780-427-7235

Fax:

780-427-5930

Information Services Branch

Telephone:

780-427-5318 [Help Desk]

Fax:

780-427-1179

Learner Assessment Branch

Telephone:

780-427-0010

Fax:

780-422-4200

Special Cases Committee

Telephone: 780-427-0010 Fax:

780-422-4889

Learning and Teaching Resources Branch

Telephone:

780-427-2984

Fax:

780-422-0576

Office of National and International Education

Telephone:

780-427-2035

Fax:

780-422-3014

Performance Measurement and Reporting

Telephone:

780-427-8217

Fax:

780-422-5255

School Finance Branch

Telephone:

780-427-2055

Fax:

780-427-2147

School Improvement Branch

Telephone:

780-427-3160

Fax:

780-415-2481

Special Programs Branch

Telephone:

780-422-6326

Fax:

780-422-2039

Teacher Development and Certification Branch

Telephone:

780-427-2045

Fax:

780-422-4199

- Zone 1 to Zone 6 Field Services Branches
 - Zone 1

Telephone: 780–427–5394 Fax: 780–422–9682

- Zone 2/3

Telephone: 780–427–9296 Fax: 780–422–9682

Zone 4

Telephone: 780–427–5381 Fax: 780–422–9682

Zone 5

Telephone: 780–415–9312 Fax: 780–422–9682

Zone 6

Telephone: 780–427–5377 Fax: 780–422–9682

- The following have individual mailing addresses, telephone numbers and fax numbers, as noted.
 - Apprenticeship and Industry Training 10th Floor, Commerce Place 10155 – 102 Street Edmonton, Alberta

T5J 4L5

Telephone: 780–427–8765 Fax: 780–422–7376

Internet:

www.learning.gov.ab.ca/appren/

 Field Services—Calgary Office Suite 2620, Monenco Place 801 – 6 Avenue SW Calgary, Alberta

T2P 3W2

Telephone: 780–415–9312 (Zone 5)

780-427-5377 (Zone 6)

Fax:

403-297-3842

 Learning Resources Centre 12360 – 142 Street NW Edmonton, Alberta

T5L 4X9

Telephone: 780–427–2767 (press Option 1)

780-422-9750

Fax:

760-422-9750

E-mail:

Irccustserv@gov.ab.ca

Internet:

www.lrc.learning.gov.ab.ca

Learning Technologies Branch

Box 4000

Barrhead, Alberta

T7N 1P4

Telephone:

780-674-5350

Fax:

780-674-6561

Internet:

www.learning.gov.ab.ca/ltb/



Materials Resource Centre (MRC—Unit of LRC providing

Specialized Services)

12360 - 142 Street NW

Edmonton, Alberta T5L 4X9

Telephone:

780-427-4681 (press Option 2)

Fax:

780-427-6683

E-mail:

Irccustserv@gov.ab.ca

Internet:

www.lrc.learning.gov.ab.ca

Other Addresses

ACCESS: The Education Station

Order Desk

3720 - 76 Avenue

Edmonton, Alberta

T6B 2N9

Telephone:

780-440-7729

1-888-440-4640

Fax:

780-440-8899

- audio-visual resources
- inservice packages (videotape and print)
- Alberta Distance Learning Centre

Box 4000

Barrhead, Alberta

T7N 1P4

Telephone:

780-674-5333

Fax:

780-674-7593

- Edmonton Office

Main Floor, Harley Court

10045 - 111 Street

Edmonton, Alberta

T5K 2M5

Telephone: 780-427-2766

Fax:

780-427-3850

Calgary Office

5921 - 3 Street SE

Calgary, Alberta

T2H 1K3

Telephone: 403-290-0977

Fax:

403-290-0978

Alberta Scholarship Programs 9th Floor, Sterling Place

9940 - 106 Street Edmonton, Alberta

T5J 4R4

Telephone:

780-427-8640

Fax:

780-427-1288

Queen's Printer Bookstore

Main Floor 10611 - 98 Avenue Edmonton, Alberta T5K 2P7

Telephone:

780-427-4952

Fax:

780-452-0668

John J. Bowlen Building 602, 620 - 7th Avenue SW Calgary, Alberta

T2P 0Y8

Telephone: Fax:

403-297-6251 403-297-8450

Documents and Web Site Addresses Referenced in this Guide

Following are documents and Web sites referenced in this Guide:

Documents

- Career and Technology Studies www.learning.gov.ab.ca/k 12/curriculum/bySubject/cts/
- Career and Technology Studies Manual for Administrators, Counsellors and Teachers www.learning.gov.ab.ca/k 12/curriculum/bySubject/cts
- The Common Curriculum Frameworks for International Languages www.learning.gov.ab.ca/k 12/curriculum/bySubject/languages/default.asp
- · A Credit to Yourself www.learning.gov.ab.ca/k 12/curriculum/other.asp
- Elementary English as a Second Language Guide to Implementation www.learning.gov.ab.ca/k 12/curriculum/bySubject/ESL/default.asp
- First Nations, Metis and Inuit Education Policy Framework www.learning.gov.ab.ca/nativeed/nativepolicy
- Freedom of Information and Protection of Privacy Regulation www.qp.gov.ab.ca
- Funding Manual for School Authorities www.learning.gov.ab.ca/funding/FundingManual/
- General Information Bulletin: Achievement Testing Program www.learning.gov.ab.ca/k 12/testing/
- General Information Bulletin: Diploma Examinations Program www.learning.gov.ab.ca/k 12/testing/
- · Green Certificate Program www.learning.gov.ab.ca/k 12/curriculum/bySubject/green/green.asp
- Guide de l'éducation. Manuel de la maternelle à la 12^e année www.learning.gov.ab.ca/french/m 12/information/Guide ed/guide/guide.asp

- Guide to Education: ECS to Grade 12 www.learning.gov.ab.ca/educationguide/default.asp
- Guide for School Board Planning and Reporting www.learning.gov.ab.ca/department/planning/SchoolGuides/SchBdGuide
- Implementation Schedule for Programs of Study and Related Activities www.learning.gov.ab.ca/k 12/curriculum/other.asp
- Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers www.learning.gov.ab.ca/k 12/curriculum/bySubject/iop/default.asp
- Information and Communication Technology (ICT) www.learning.gov.ab.ca/k 12/curriculum/bySubject/ict
- K–12 Learning System Policy, Regulations and Forms Manual www.learning.gov.ab.ca/educationguide/pol-plan/polregs/toc.asp
- Kindergarten Program Statement

www.learning.gov.ab.ca/k 12/curriculum/bySubject/kinder.asp

- Learning Resources Centre Resources Catalogue www.lrc.learning.gov.ab.ca
- Off-campus Education Guide for Administrators, Counsellors and Teachers www.learning.gov.ab.ca/k 12/curriculum/other.asp
- Program of Studies: Elementary Schools www.learning.gov.ab.ca/k 12/curriculum/bySubject
- Program of Studies: Junior High Schools www.learning.gov.ab.ca/k 12/curriculum/bySubject
- Program of Studies: Senior High Schools

www.learning.gov.ab.ca/k 12/curriculum/bySubject

 Registered Apprenticeship Program: Information Manual www.learning.gov.ab.ca/k 12/curriculum/other.asp

- School Act www.qp.gov.ab.ca
- Standards for Special Education www.learning.gov.ab.ca/k 12/specialneeds
- Student Learning—Career Information Booklet and Planners www.learning.gov.ab.ca/k 12/curriculum/other.asp
- Teaching Profession Act www.qp.gov.ab.ca

Web Sites

- Advanced Placement <u>www.ap.ca</u>
- Alberta Distance Learning Centre www.adlc.ca
- Alberta Scholarship Programs www.alis.gov.ab.ca/scholarships

- Alberta Learning www.learning.gov.ab.ca
- Alberta Learning Information Services (ALIS) www.alis.gov.ab.ca
- Alberta Online Consortium www.albertaonline.ab.ca
- Apprenticeship and Industry Training www.tradesecrets.org
- Apprenticeship and Industry Training www.learning.gov.ab.ca/appren
- Authorized Resources Database <u>www.learning.gov.ab.ca/lrdb</u>
- Basic Learning Contact Information www.learning.gov.ab.ca/department/about.asp
- Council of Ministers of Education, Canada (CMEC) www.cmec.ca
- International Baccalaureate Organization www.ibo.org
- LearnAlberta.ca www.learnalberta.ca
- Learning Resources Centre www.lrc.learning.gov.ab.ca
- Learning Technologies Branch www.learning.gov.ab.ca/ltb
- Material Resource Centre (MRC—Unit of the LRC providing Specialized Services) www.lrc.learning.gov.ab.ca
- Provincial Testing www.learning.gov.ab.ca/k 12/testing/
- Queen's Printer Bookstore www.qp.qov.ab.ca
- Rutherford Scholars
 www.alis.gov.ab.ca/scholarships

Appendix 1

Provincially
Authorized
Senior High
School Courses,
Course Codes and
Course Names

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol— used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Prerequisite courses for Career and Technology Studies (CTS) are identified in the program of studies for each CTS strand.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses and programs of study.

Note: For courses and course codes approved after the printing of this *Guide*, check the online version of the *Guide to Education: ECS to Grade 12*. The newly approved courses and course codes will be shown with a colour shaded background in the online version.

| Grade 10 | Grade 11 | Grade 12 |
|--|--|--|
| LANGUAGE ARTS | | |
| English Language Arts ELA1105 English Language Arts 10-1(5) ELA1104 English Language Arts 10-2(5) | ELA2105 English Language Arts 20-1 (5) ELA2104 English Language Arts 20-2 (5) | ELA3105 English Language Arts 30-1 (5) ELA3104 English Language Arts 30-2 (5) |
| ESL1120 English as a Second Language 10— Level 1no credits ESL1121 English as a Second Language 10—Level 2 (5) ESL1122 English as a Second Language 10—Level 3 (5) ESL1123 English as a Second Language 10—Level 4 (5) ESL1125 English as a Second Language 10—Level 4 (5) ESL1125 English as a Second Language 10— Level 5no credits | | |
| Français FRA1301 Français 10(5) FRA1314 Français 13(5) | FRA2301 Français 20(5) FRA2314 Français 23(5) | FRA3301 Français 30(5) FRA3314 Français 33(5) |

(continued)

Proficiency level determines entry point.



Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this Guide.

| Grade 10 | Grade 11 | Grade 12 |
|--|---|--|
| SECOND LANGUAGES | | |
| FSL1305 French 13 | FSL2309 French 20(5) | FSL3309 French 30(5) FSL3306 French 31a(5) |
| | | FSL3307 French 31b(5) FSL3308 French 31c(5) |
| GER1315 German Language and Culture 10(5) | GER2315 German Language and Culture 20(5) | GER3315 German Language and Culture 30(5) |
| GER1047 German Language and Culture 10S(5) | GER2047 German Language and Culture 20S(5) | GER3047 German Language and Culture 30S(5) GER3317 German 31(5) |
| ITA1322 Italian Language and | ITA2322 Italian Language and | ITA3322 Italian Language and Culture 30(5) |
| Culture 10(5) LAT1325 Latin 10(5) SPN1345 Spanish Language and Culture 10(5) | Culture 20 | LAT3325 Latin 30 |
| SPN1349 Spanish Language and Culture 10S(5) | Culture 20(5) SPN2349 Spanish Language and Culture 20S(5) | SPN3349 Spanish Language and Culture 30S(5) |
| UKR1355 Ukrainian 10(5) UKR1356 Ukrainian 10S2(5) CLC1361 Cree Language and | UKR2355 Ukrainian 20 | UKR3355 Ukrainian 30 |
| Culture 10(5) BLC1369 Blackfoot Language and | Culture 20(5) BLC2369 Blackfoot Language and | Culture 30(5) BLC3369 Blackfoot Language and |
| Culture 10(5) JLC1381 Japanese Language and Culture 10(5) | Culture 20(5) JLC2381 Japanese Language and Culture 20(5) | Culture 30(5) JLC3381 Japanese Language and Culture 30(5) |
| Immersion Programs | | |
| FLA1304 French Language Arts 10 (5) ULA1313 Ukrainian Language Arts 10 (5) | FLA2304 French Language Arts 20 (5) ULA2313 Ukrainian Language Arts 20 (5) | FLA3304 French Language Arts 30 (5) ULA3313 Ukrainian Language Arts 30 . (5) |
| MATHEMATICS | | |
| MAT1041 Mathematics Preparation 10 1 (3) (5) | | |
| MAT1037 Pure Mathematics 10(5) | MAT2037 Pure Mathematics 20(5) | MAT3037 Pure Mathematics 30(5) |
| MAT1038 Applied Mathematics 10(5) | MAT2038 Applied Mathematics 20 (5) | MAT3038 Applied Mathematics 30 (5) |
| | | MAT3211 Mathematics 31 (5) |
| MAT1225 Mathematics 14(5) | MAT2225 Mathematics 24(5) | |
| SCIENCE | FROMINGO Picture 02 | CONTROL Distance |
| SCN1270 Science 10(5) | SCN2231 Biology 20 | SCN3230 Biology 30 |
| SCN1288 Science 14(5) | SCN2288 Science 24(5) | 30N3210 30EIICE 30(3) |
| SOCIAL STUDIES | | |
| SST1150 Social Studies 10 4 (5) SST1151 Social Studies 13 4 (5) | SST2150 Social Studies 20(5) SST2151 Social Studies 23(5) | SST3150 Social Studies 30(5) SST3151 Social Studies 33(5) |
| | | |

[•] The course challenge and waiver of prerequisite provisions do not apply.

² These course numberings refer to the six-year Ukrainian program approved in 1980.

³ Pure Mathematics 30 is the corequisite for Mathematics 31.

¹⁰ The waiver of prerequisite provision does not apply to Social Studies 10 and Social Studies 13.

| Grade 10 | Grade 11 | Grade 12 |
|---|--|---|
| CAREER AND LIFE MANAGEMENT (CALM) | | <u> </u> |
| , | PED0770 Career and Life Management(3) | |
| PHYSICAL EDUCATION | | |
| PED1445 Physical Education 10 (3) (4) (5) | PED2445 Physical Education 20(3) (4) (5) | PED3445 Physical Education 30(3) (4) (5) |
| FINE ARTS | | |
| FNA1400 Art 10 | FNA2400 Art 20 | FNA3400 Art 30 (5) FNA3405 Art 31 (5) FNA3410 Drama 30 (5) FNA3420 Choral Music 30 (5) FNA3424 General Music 30 (3) (5) FNA3425 Instrumental Music 30 (5) |
| SOCIAL SCIENCES | | |
| | SSN2155 Political Thinking 20 (3) SSN2156 Comparative (3) Government 20 (3) SSN2160 Religious Ethics 20 (3) SSN2161 Religious Meanings 20 (3) SSN2162 Local and Canadian (3) Geography 20 (3) SSN2171 Personal Psychology 20 (3) SSN2172 General Psychology 20 (3) SSN2173 Sociological (3) Institutions 20 (3) SSN2181 Origins of Western Philosophy 20 (3) SSN2182 Contemporary Western Philosophy 20 (3) SSN2185 Western Canadian History 20 (3) SSN2186 Canadian History 20 (3) SSN2187 Economics for Consumers 20 (3) | SSN3156 International Politics 30 |
| ABORIGINAL STUDIES SSN1154 Aboriginal Studies 10(3) (5) | SSN2154 Aboriginal Studies 20 (3) (5) | SSN3154 Aboriginal Studies 30(3) (5) |

| Grade 10 | Grade 11 | Grade 12 |
|---|----------------------------|--------------------------------------|
| OTHER INSTRUCTION OTH1910 Career Internship 10(3) (4) (5) | | |
| OTH1998 Work Experience 15 OTH1999 Special Projects 10 | OTH2998 Work Experience 25 | OTH3998 Work Experience 35 |
| | | OTH3999 Special Projects 30 ② |

| Green Ce | rtificate Courses | | | | |
|----------------------|---|---------|---|---------|---|
| | rtificate courses are not sequential dits earned in Green Certificate cour | | | | se is coded as a 33-level course |
| | Beef Production★ Cattle Care and Production 33(6) | OTH9901 | Calving and Herd Health 33(5) | OTH9902 | Beef Support Systems 33 (5) |
| Dairy Pro OTH9903 | duction Animal Husbandry and Health 33(6) | OTH9904 | Dairy Operations 33(5) | ОТН9905 | Dairy Equipment Operation and Service 33(5) |
| | teef Production Handling Feedlot Cattle 33(6) | OTH9907 | Feedlot Cattle Care and Feeding 33(5) | | Feedlot Support Systems 33(5) |
| | p Production Field Crop Care 33(6) | OTH9910 | Land Preparation and Planting 33(5) | OTH9911 | Harvesting Operations 33 (5) |
| | Field Crop Production Irrigation Processes and Practices 33(6) | OTH9913 | Field and Crop Preparation 33(5) | OTH9914 | Field Crop and Forage Harvesting 33(5) |
| Sheep Pr OTH9915 | oduction Sheep Production and Health 33(6) | OTH9916 | Sheep Farm Operations and Equipment 33(5) | OTH9917 | Sheep Handling and Facilities 33(5) |
| Swine Pro OTH9918 | oduction Swine Behaviour and Production 33(6) | OTH9919 | Swine Handling and Welfare 33(5) | OTH9920 | Swine Health and Operations 33(5) |

[•] Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit graduation requirement is 15 credits. The course challenge and waiver of prerequisite provisions do not apply to work experience courses.

² Each course, at each level, may be offered for 1, 2, 3, 4 or 5 credits. The course challenge and waiver of prerequisite provisions do not apply to special projects courses.

There is significant content overlap between Field Crop Production courses and Irrigated Field Crop Production courses. Students can, therefore, earn credits in either:

Land Preparation and Planting 33 OR Field and Crop Preparation 33

[•] Harvesting Operations 33 OR Field Crop and Forage Harvesting 33.

| Grade 10 | Grade 11 | Grade 12 |
|--|--|---|
| INTEGRATED OCCUPATIONAL PROGRAM | | |
| Academic Component | | |
| IOP1119 English 16 | IOP2119 English 26 (3) IOP2159 Social Studies 26 (3) IOP2226 Mathematics 26 (3) IOP2291 Science 26 (3) IOP2331 Français 26 (3) | IOP3119 English 36(3) IOP3331 Français 36(3) |
| Occupational Component | | |
| a) Agribusiness | | |
| IOP1801 Agricultural | IOP2801 Agricultural | IOP3801 Agricultural |
| b) Business and Office Operations | | |
| IOP1546 Business Services 16(3) (5) IOP1547 Office Services 16(3) (5) | IOP2546 Business Services 26(10) IOP2547 Office Services 26(10) | IOP3546 Business Services 36 (10) IOP3547 Office Services 36 (10) |
| c) Construction and Fabrication | | |
| IOP1847 Building Services 16(3) (5) IOP1851 Construction Services 16(3) (5) | IOP2847 Building Services 26(10) IOP2851 Construction Services 26(10) | IOP3847 Building Services 36 (10) IOP3851 Construction Services 36(10) |
| d) Creative Arts | | |
| IOP1407 Crafts and Arts 16(3) (5) IOP1408 Technical Arts 16(3) (5) | IOP2407 Crafts and Arts 26(10) IOP2408 Technical Arts 26(10) | IOP3407 Crafts and Arts 36(10) IOP3408 Technical Arts 36(10) |
| e) Natural Resources | | |
| IOP1941 Natural Resource Services 16(3) (5) | IOP2941 Natural Resource Services 26(10) | IOP3941 Natural Resource Services 36(10) |
| f) Personal and Public Services | | |
| IOP1602 Child and Health Care 16 | IOP2602 Child and | IOP3602 Child and Health Care 36 |
| g) Tourism and Hospitality | | |
| IOP1632 Commercial Food Preparation 16(3) (5) IOP1633 Food Services 16(3) (5) IOP1634 Maintenance and Hospitality Services 16(3) (5) | IOP2632 Commercial Food Preparation 26 | IOP3632 Commercial Food Preparation 36(10) IOP3633 Food Services 36(10) IOP3634 Maintenance and Hospitality Services 36(10) |
| h) Transportation | | |
| IOP1747 Automotive Services 16 (3) (5) IOP1748 Service Station Services 16 | IOP2747 Automotive Services 26 (10) IOP2748 Service Station Services 26 (10) IOP2749 Warehouse Services 26 (10) | IOP3747 Automotive Services 36 (10) IOP3748 Service Station Services 36 |

| Agricultur | e [Each course is worth 1 credit.] ① ② | | |
|--|--|--|--|
| AGR1010 | Agriculture: The Big Picture | AGR2120 | Soils Management 1 (Soil Properties/Classification) |
| AGR1030 | Production Basics | AGR2130 | Integrated Pest Management |
| AGR1060 | Consumer Products & Services | AGR2140 | Nursery/Greenhouse Crops 1 (Materials & Processes |
| AGR1070 | Basic Landscape/Turf Care | AGR3010 | Issues in Agriculture |
| AGR1080 | Basic Floral Design | AGR3030 | Field Crops 2 (Management Techniques) |
| AGR1090 | Market Fundamentals | AGR3040 | Livestock/Poultry 2 (Management Techniques) |
| AGR1100 | Agriculture Technology | AGR3050 | Agrifoods 2 (Standards & Regulation) |
| AGR1110 | Resource Management | AGR3060 | Landscape/Turf Management 2 (Installation & Repai |
| AGR2020 | Animal Husbandry/Welfare | AGR3070 | Equine 2 (Management Techniques) |
| AGR2030 | Field Crops 1 (Materials & Processes) | AGR3080 | Floral Design 2 (Creative Design & Display) |
| AGR2040 | Livestock/Poultry 1 (Materials & Processes) | AGR3090 | Marketing 2 (Closed Marketing Structures) |
| AGR2050 | - · · · · · · · · · · · · · · · · · · · | AGR3100 | Biotechnology |
| AGR2060 | Landscape/Turf Management 1 | AGR3110 | Water Management |
| | (Maintenance Practices) | AGR3120 | Soils Management 2 (Soil Testing & Amending) |
| AGR2070 | Equine 1 (Materials & Processes) | AGR3130 | Sustainable Agriculture Systems |
| AGR2080 | Floral Design 1 (Projects for All Occasions) | AGR3140 | |
| AGR2090 | Marketing 1 (Open Marketing Structures) | | (Management Techniques) |
| AGR2100 | Protected Structures | | |
| | | | |
| Career Tra | ansitions [Each course is worth 1 credit.] 1 | | |
| Career Tra | ansitions [Each course is worth 1 credit.] ① ② Job Preparation | CTR3020 | Organizational Leadership |
| | | CTR3020 CTR3030 | Organizational Leadership Leading for Change |
| CTR1010 | Job Preparation | | · |
| CTR1010 CTR1030 | Job Preparation Client Service 1 | CTR3030 | Leading for Change |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) | CTR3030 CTR3040 CTR3050 CTR3060 | Leading for Change Practicum A Practicum B Practicum C |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 CTR2010 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 | Leading for Change Practicum A Practicum B Practicum C Practicum D |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 CTR2010 CTR2030 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 CTR2010 CTR2030 CTR2040 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 CTR3090 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 CTR2010 CTR2030 CTR2040 CTR2110 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 Project 2A | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 CTR3090 CTR3110 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 Project 3A |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 CTR2010 CTR2030 CTR2040 CTR2110 CTR2120 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 Project 2A Project 2B | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 CTR3090 CTR3110 CTR3120 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 Project 3A Project 3B |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR1210 CTR2010 CTR2030 CTR2040 CTR2110 CTR2120 CTR2130 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 Project 2A Project 2B Project 2C | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 CTR3090 CTR3110 CTR3120 CTR3130 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 Project 3A Project 3B Project 3C |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR2010 CTR2030 CTR2040 CTR2110 CTR2120 CTR2120 CTR2130 CTR2140 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 Project 2A Project 2B Project 2C Project 2D | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 CTR3090 CTR3110 CTR3120 CTR3130 CTR3140 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 Project 3A Project 3B Project 3C Project 3D |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR2010 CTR2030 CTR2040 CTR2110 CTR2120 CTR2130 CTR2140 CTR2150 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 Project 2A Project 2B Project 2C Project 2D Project 2E | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3080 CTR3090 CTR3110 CTR3120 CTR3130 CTR3140 CTR3150 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 Project 3A Project 3B Project 3C Project 3D Project 3E |
| CTR1010 CTR1030 CTR1110 CTR1120 CTR2010 CTR2030 CTR2040 CTR2110 CTR2120 CTR2130 CTR2140 CTR2150 | Job Preparation Client Service 1 Project 1A Project 1B Personal Safety (Management) Job Maintenance Governance & Leadership Client Service 2 Project 2A Project 2B Project 2C Project 2D Project 2E Workplace Safety (Practices) | CTR3030 CTR3040 CTR3050 CTR3060 CTR3070 CTR3090 CTR3110 CTR3120 CTR3130 CTR3140 CTR3150 CTR3210 | Leading for Change Practicum A Practicum B Practicum C Practicum D Practicum E Client Service 3 Project 3A Project 3B Project 3C Project 3D |

[•] Prerequisite courses are identified in the program of studies for each CTS strand.

² The waiver of prerequisite process does not apply to CTS courses.

[★] The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

CAREER AND TECHNOLOGY STUDIES ★(continued) Communication Technology [Each course is worth 1 credit.] • 2 COM1020 Media & You COM2120 Digital Design 2 COM1030 Photography 1 COM2130 Special Effects Photography COM1050 Printing 1 COM2210 Digital Imaging 2 COM1060 Audio/Video Production 1 COM3010 Presentation & Communication 3 COM3020 Media Design & Analysis 2 COM1070 Animation 1 COM1080 Digital Design 1 COM3030 Script Writing 2 COM1210 Digital Imaging 1 COM3040 Photography 3 COM3050 Photojournalism COM2020 Media Design & Analysis 1 COM3060 Photographic Techniques 2 COM2030 Script Writing 1 COM2040 Photography 2 COM3070 Colour Photography COM3080 Printing Techniques 2 COM2050 Photographic Communication COM2060 Photographic Techniques 1 COM3090 Printing Applications 2 COM3100 Audio 3 COM2070 Printing Techniques 1 COM2080 Printing Applications 1 COM3110 Video 3 COM3120 Animation 3 COM2090 Audio/Video 1 COM3130 Digital Design 3 COM2100 Audio/Video 2

COM3210 Digital Imaging 3

Community Health [Each course is worth 1 credit.] ②

COM2110 Animation 2

| CMH1010 | Family Dynamics | CMH3010 | Family Issues |
|---------|--------------------------------------|---------|----------------------------------|
| CMH1040 | Caring for Children | CMH3020 | Parenting |
| CMH1050 | Child Development | CMH3030 | Aging |
| CMH1060 | Home Care 1 | CMH3040 | Prenatal & Postnatal Care |
| CMH1080 | Perspectives on Health | CMH3050 | Day Care 2 |
| CMH2010 | Adolescent Health Issues | CMH3060 | Home Care 3 (Special Conditions) |
| CMH2030 | Community Volunteerism | CMH3070 | Challenged Individuals |
| CMH2050 | Day Care 1 | CMH3080 | Digestive System |
| CMH2060 | Home Care 2 (Personal Care Services) | CMH3090 | Nervous/Endocrine Systems |
| CMH2070 | Sensory Challenges | CMH3100 | Mental Health |
| CMH2080 | Respiratory System | CMH3110 | Advances in Medical Technology |
| CMH2090 | Circulatory System | CMH3120 | First Aid/CPR for Children |
| CMH2100 | Musculoskeletal System | CMH3130 | Sports First Aid 2 |
| CMH2110 | Complementary Therapies | CMH3140 | Perspectives on Marriage |
| CMH2120 | First Aid/CPR | CTR1210 | Personal Safety (Management) |
| CMH2130 | Sports First Aid 1 | | |
| | | | |

- Prerequisite courses are identified in the program of studies for each CTS strand.
- 2 The waiver of prerequisite process does not apply to CTS courses.
- ★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

| CAREER A | AND TECHNOLOGY STUDIES*(continued) | | |
|------------|--|---------|---|
| Constructi | on Technologies [Each course is worth 1 credit.] 1 | | |
| CON1010 | Basic Tools & Materials | CON2180 | Wood Forming |
| CON1070 | Building Construction | CON2190 | Manufacturing Systems |
| CON1120 | Project Management | CON2200 | Product Development |
| CON1130 | Solid Stock Construction | CON3010 | Concrete Work (Structures & Finishes) |
| CON1140 | Turning Operations | CON3020 | Masonry Work (Structures & Finishes) |
| CON1160 | Manufactured Materials | CON3030 | Wall & Ceiling Finishing |
| CON1180 | Mold Making & Casting | CON3040 | Stair Construction |
| CON2010 | Site Preparation | CON3050 | Roof Structures 2 (Framing & Covering) |
| CON2020 | Concrete Forming | CON3060 | Doors & Trim |
| CON2030 | Alternative Foundations | CON3070 | Floorcovering |
| CON2040 | Framing Systems 1 (Floor & Wall) | CON3080 | Energy-efficient Housing |
| CON2050 | Roof Structures 1 (Framing & Finishing) | CON3090 | Renovations/Restorations |
| CON2060 | Exterior Finishing (Door, Window & Siding) | CON3100 | Commercial Structures |
| CON2070 | Electrical Systems | CON3110 | Site Management |
| CON2080 | Plumbing Systems | CON3120 | Tool Maintenance |
| CON2090 | Climate Control Systems | CON3130 | Furniture Making 3 (Leg & Rail) |
| CON2100 | Agri-structures | CON3140 | Furniture Making 4 (Surface Enhancement) |
| CON2120 | Multiple Materials | CON3150 | Furniture Repair |
| CON2130 | Furniture Making 1 (Box Construction) | CON3160 | Cabinetmaking 3 (Cabinets/Countertops) |
| CON2140 | Furniture Making 2 (Frame & Panel) | CON3170 | Cabinetmaking 4 (Layout & Installation) |
| CON2150 | Finishing & Refinishing | CON3190 | Production Planning |
| CON2160 | Cabinetmaking 1 (Web & Face Frame) | CON3200 | Production Management |
| CON2170 | Cabinetmaking 2 (Door & Drawer) | CON3210 | Framing Systems 2 (Floor, Wall & Ceiling) |

[•] Prerequisite courses are identified in the program of studies for each CTS strand.

² The waiver of prerequisite process does not apply to CTS courses.

[★] The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

| CAREER A | AND TECHNOLOGY STUDIES*(continued) | | |
|-----------|--|---------|---|
| Cosmetole | ogy Studies [Each course is worth 1 credit.] ① ② | | |
| COS1010 | Personal Images | | |
| COS1020 | Hair Graphics 1 | COS3010 | Professional Practices |
| COS1030 | Hair & Scalp Care 1 | COS3020 | Long Hair Graphics |
| COS1040 | Forming & Finishing 1 | COS3030 | Hair & Scalp Care 3 |
| COS1050 | Permanent Waving 1 (The Physical Process) | COS3040 | Hair & Scalp Care 4 (Client Services) |
| COS1060 | Skin Care 1 (Basic Practices) | COS3050 | Haircutting 2 |
| COS1070 | Manicuring 1 | COS3060 | Haircutting 3 (Client Services) |
| COS1080 | Theatrical Makeup 1 (Basic Principles) | COS3070 | Hair Care & Cutting 2 (Client Services) |
| COS2010 | Hair Graphics 2 | COS3080 | Permanent Waving 5 (Designer) |
| COS2020 | Hair & Scalp Care 2 | COS3090 | Relax/Straighten Hair |
| COS2030 | Forming & Finishing 2 | COS3100 | Wave, Relax & Straighten Hair (Client Services) |
| COS2040 | Haircutting 1 | COS3110 | Colouring 2 (Permanent) |
| COS2050 | Hair Care & Cutting 1 (Client Services) | COS3120 | Colour Removal 2 |
| COS2060 | Permanent Waving 2 (Cold Waving) | COS3130 | Colouring & Removal 2 (Client Services) |
| COS2070 | Permanent Waving 3 (Heat-assisted) | COS3140 | Body Therapy |
| COS2080 | Permanent Waving 4 (Client Services) | COS3150 | Hair Removal |
| COS2090 | Colouring 1 | COS3160 | Skin Care 3 (Client Services) |
| COS2100 | Colour Removal 1 | COS3170 | Male Facial Grooming 1 |
| COS2110 | Colouring & Removal 1 (Client Services) | COS3180 | Male Facial Grooming 2 (Client Services) |
| COS2120 | Facials & Makeup 1 | COS3190 | Nail Technology |
| COS2130 | Facials & Makeup 2 (Client Services) | COS3200 | Pedicuring |
| COS2140 | Skin Care 2 (Client Services) | COS3210 | Nail Care (Client Services) |
| COS2150 | Manicuring 2 | | Wigs & Toupees |
| COS2160 | Nail Art | | Hair Goods (Client Services) |
| | Manicuring 3 (Client Services) | | Theatrical Makeup 3 (Changing Images) |
| 1 | Hairpieces & Extensions | COS3250 | Theatrical Makeup 4 (Client Services) |
| COS2190 | Theatrical Makeup 2 (Planning the Images) | | Facial & Body Adornment |
| | Historical Cosmetology | | Creative Cosmetology |
| COS2210 | Sales & Service 1 (Principles & Practices) | | Sales & Service 2 (Effectiveness) |
| ļ | | COS3290 | Competition Cosmetology |
| Design St | udies [Each course is worth 1 credit.] ① ② | | |
| DES1010 | Sketch, Draw & Model | DES3050 | 3-D Design Studio 2 |
| DES1020 | The Design Process | DES3060 | 3-D Design Studio 3 |
| DES1030 | 2-D Design Fundamentals | DES3070 | Living Environment Studio 1 |
| DES1040 | 3-D Design Fundamentals | DES3080 | Living Environment Studio 2 |
| DES1050 | CAD Fundamentals (Computer-aided Design) | DES3090 | Living Environment Studio 3 |
| DES1060 | Drafting/Design Fundamentals | DES3100 | CAD Modelling Studio (Computer-aided Design) |
| DES2010 | 2-D Design Applications | DES3110 | Drafting/Design Studio 1 |
| DES2020 | 3-D Design Applications | DES3120 | Drafting/Design Studio 2 |
| DES2030 | CAD Applications (Computer-aided Design) | DES3130 | Drafting/Design Studio 3 |
| | ,, , , | DES3140 | Technical Drawing Studio 1 |
| DES2040 | Drafting/Design Applications | | |
| DES2050 | Technical Drawing Applications | DES3150 | Technical Drawing Studio 2 |
| DES2060 | The Evolution of Design | DES3160 | Technical Drawing Studio 3 |
| DES3010 | 2-D Design Studio 1 | DES3170 | Visualizing the Future |
| DES3020 | • | DES3180 | The Design Profession |
| DES3030 | 2-D Design Studio 3 | DES3190 | Portfolio Presentation |
| DES3040 | 3-D Design Studio 1 | | |

• Prerequisite courses are identified in the program of studies for each CTS strand.

2 The waiver of prerequisite process does not apply to CTS courses

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| • | | | |
|---------------|---|---------|---|
| CAREER A | AND TECHNOLOGY STUDIES * (continued) | | |
| Electro-Te | chnologies [Each course is worth 1 credit.] 4 | | |
| ELT1010 | Electro-assembly 1 | ELT2320 | Network Media & Devices |
| ELT1030 | Conversion & Distribution | ELT2330 | OSI Model (Open System Interconnection) |
| ELT1050 | Electronic Power Supply 1 | ELT2340 | Network Protocols |
| ELT1060 | Digital Technology 1 | ELT2350 | Local Area Networks |
| ELT1080 | Control Systems 1 | ELT3010 | Electro-assembly 3 |
| ELT1090 | Analog Communication 1 | ELT3020 | Electronic Servicing |
| ELT1100 | Electronic Communication | ELT3030 | Power Systems & Services |
| ELT1110 | Security Systems 1 | ELT3040 | Generation/Transformation |
| ELT1130 | Robotics 1 | ELT3060 | Digital Technology 3 |
| ELT2010 | Electro-assembly 2 | ELT3070 | Digital Applications |
| ELT2020 | Electrical Servicing | ELT3080 | Microprocessors |
| ELT2030 | Branch Circuit Wiring | ELT3090 | Microprocessor Interface |
| ELT2050 | Electronic Power Supply 2 | ELT3100 | Analog Communication 3 |
| ELT2060 | Digital Technology 2 | ELT3110 | Amplifiers |
| ELT2070 | Computer Technology | ELT3130 | Data/Telemetry Systems |
| ELT2080 | Control Systems 2 | ELT3140 | Motors |
| ELT2090 | Analog Communication 2 | ELT3150 | Robotics 3 |
| ELT2100 | Radio Communication | ELT3160 | Control Applications |
| ELT2110 | Security Systems 2 | ELT3310 | Network Operating Systems |
| ELT2120 | Electro-optics | ELT3320 | Routing Fundamentals |
| ELT2130 | Magnetic Control Devices | ELT3330 | Wide Area Networks |
| ELT2140 | Robotics 2 | ELT3340 | Internet Processes |
| ELT2150 | Electronic Controls | ELT3350 | Network Management |
| ELT2310 | Network Structures | | |
| Energy an | d Mines [Each course is worth 1 credit.] 0 2 | | |
| | Overview of Alberta Geology | ENM2080 | Supply & Distribution |
| ENM1020 | Nonrenewable Resources | ENM2090 | Energy Designs/Systems 1 (Basic Principles) |
| ENM1050 | Renewable Resources | ENM2100 | Environmental Safety |
| ENM1060 | Consumer Products & Services | ENM3010 | Energy & the Environment |
| ENM1090 | Fundamentals of Recycling | ENM3020 | Conventional Oil/Gas 2 (Recovery & Production) |
| ENM1100 | Conservation Challenge | ENM3030 | Oil Sands/Heavy Oil/Coal 2 (Recovery & Production |
| ENM2010 | • | ENM3040 | Metals/Nonmetals 2 (Recovery & Production) |
| ENM2020 | | ENM3050 | Sustainable Energy (The Power & Potential) |
| ENM2030 | . , | ENM3060 | Petrochemicals |
| ENM2040 | Metals/Nonmetals 1 (Resource Exploration) | ENM3070 | Industrial Materials (Primary Manufacturing) |
| ENM2050 | Renewable Energy Technology | ENM3080 | Market Basics & Trends |
| ENM2060 | Refining Hydrocarbons | ENM3090 | Energy Designs/Systems 2 (Practical Applications |
| ENM2070 | * * | ENM3100 | Integrated Resource Management (Balancing Nee |
| LI TIVIZO / U | remaining records a minicials | | |

- Prerequisite courses are identified in the program of studies for each CTS strand.
- 2 The waiver of prerequisite process does not apply to CTS courses
- ★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

| CAREER | AND TECHNOLOGY STUDIES*(continued) | | |
|------------|---|---------|--|
| Enterprise | and Innovation [Each course is worth 1 credit.] • • | | |
| ENT1010 | Challenge & Opportunity | ENT2030 | Marketing the Venture |
| ENT1020 | Planning a Venture | ENT2040 | Implementing the Venture |
| ENT2010 | Analyzing Ventures | ENT3010 | Managing the Venture |
| ENT2020 | Financing Ventures | ENT3020 | Expanding the Venture |
| Fabricatio | n Studies [Each course is worth 1 credit.] ① ② | | |
| FAB1010 | Fabrication Tools & Materials | FAB2140 | Precision Milling 1 |
| FAB1040 | Oxyacetylene Welding | FAB2150 | CNC Turning (Computer Numerical Control) |
| FAB1048 | Semi-automated/Automated Welding | FAB2160 | Custom Fabrication |
| FAB1050 | Basic Electric Welding | FAB2170 | Pipe Fitting |
| FAB1090 | Sheet Fabrication 1 (Hand Processes) | FAB3010 | Materials Testing |
| FAB1100 | Fabrication Principles | FAB3020 | Metallurgy Fundamentals |
| FAB1110 | Bar & Tubular Fabrication | FAB3030 | Gas Tungsten Arc Welding |
| FAB1120 | Foundry 1 (One-piece Pattern) | FAB3040 | Specialized Welding |
| FAB1130 | Principles of Machining | FAB3048 | Flux Core Arc Welding 2 |
| FAB1160 | Production Systems | FAB3050 | Arc Welding 3 |
| FAB2010 | Structural Engineering | FAB3060 | Arc Welding 4 |
| FAB2020 | Print Reading | FAB3070 | Pipe & Tubular Welding |
| FAB2030 | Oxyfuel Welding | FAB3080 | Automated Welding |
| FAB2040 | Thermal Cutting | FAB3090 | Sheet Fabrication 4 (Radial Line) |
| FAB2048 | Flux Core Arc Welding 1 | FAB3110 | Sheet Fabrication 5 (Duct Components) |
| FAB2050 | Arc Welding 1 | FAB3120 | Foundry 3 (Core Molding) |
| FAB2060 | Arc Welding 2 | FAB3130 | Precision Turning 2 |
| FAB2070 | Gas Metal Arc Welding 1 | FAB3140 | Precision Milling 2 |
| FAB2090 | Sheet Fabrication 2 (Machine Processes) | FAB3150 | CNC Milling (Computer Numerical Control) |
| FAB2100 | Sheet Fabrication 3 (Parallel Line) | FAB3160 | Prefabrication Principles |
| FAB2110 | Forging Fundamentals | FAB3170 | Gas Metal Arc Welding 2 |
| FAB2120 | Foundry 2 (Split Pattern) | | |
| FAB2130 | Precision Turning 1 | | |

[•] Prerequisite courses are identified in the program of studies for each CTS strand.

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| CAREER A | ND TECHNOLOGY STUDIES*(continued) | | |
|-------------|---|--------------------|---|
| Fashion St | tudies [Each course is worth 1 credit.] ① ② | | |
| FAS1030 | Ready, Set, Sew! | | |
| FAS1040 | Fashion Basics | FAS2110 | Creating Home Decor |
| FAS1050 | Repair & Recycle | FAS2120 | Surface Embellishment |
| FAS1060 | Creating Accessories 1 | FAS2140 | Fashion Merchandising |
| FAS1070 | Creative Yarns/Textiles | FAS2150 | Upholstery |
| FAS2010 | Fashion Dynamics | FAS2160 | Creating Accessories 2 |
| FAS2020 | Fashion Illustration 1 | FAS3010 | Fashion Illustration 2 |
| FAS2030 | CAD Patterns 1 (Computer-aided Design) | FAS3020 | CAD Patterns 2 (Computer-aided Design) |
| FAS2040 | Evolution of Fashion | FAS3030 | Pattern Drafting 2 |
| FAS2050 | Flat Pattern | FAS3040 | Contemporary Tailoring |
| FAS2060 | Pattern Drafting 1 | FAS3060 | Couture |
| FAS2070 | Creative Construction | FAS3070 | Creators of Fashion |
| FAS2080 | Activewear | FAS3080 | Cultural Fashions |
| FAS2090 | Specialty Fabrics 1 | FAS3090 | Specialty Fabrics 2 |
| FAS2100 | Sewing for Others | FAS3140 | Fashion Retailing |
| Financial I | Management [Each course is worth 1 credit.] ① ② | | |
| FIN1010 | Financial Information | FIN3010 | Advanced Accounting |
| FIN1020 | Service Business 1 | FIN3020 | Management Accounting |
| FIN1030 | Service Business 2 | FIN3030 | Business Organizations |
| FIN2010 | Taxation (Personal & Small Business) | FIN3040 | Financial Statements |
| FIN2020 | Merchandising Business 1 | FIN3060 | Financial Analysis |
| FIN2030 | Merchandising Business 2 | FIN3070 | Financial Planning |
| FIN2040 | Financial Software | FIN3080 | Personal Investment Planning 1 |
| FIN2050 | Financial Simulation | FIN3090 | Personal Investment Planning 2 |
| Foods (Fa | ch course is worth 1 credit.] ① ② | <u>-</u> | |
| | | FOD2130 | Vegetarian Cuisine |
| | Food Basics | | Rush Hour Cuisine |
| FOD1020 | Baking Basics | FOD2150 | Food Safety & Sanitation |
| FOD1030 | Snacks & Appetizers | FOD2160 | Food Venture |
| FOD1040 | Meal Planning 1 | | International Cuisine 1 |
| FOD1050 | Fast & Convenience Foods | FOD3010 | Food for the Life Cycle |
| FOD1060 | Canadian Heritage Foods | FOD3020 | Nutrition & Digestion |
| FOD2010 | Food & Nutrition Basics | FOD3030 | <u>-</u> |
| FOD2020 | Nutrition & the Athlete | FOD3040 | Advanced Yeast Products |
| FOD2030 | Food Decisions & Health | FOD3050 | Advanced Teast Floridates Advanced Soups & Sauces |
| FOD2040 | Cake & Pastry | FOD3060 | Food Presentation |
| FOD2050 | Yeast Breads & Rolls | FOD3070 | Short Order Cooking |
| FOD2060 | Milk Products & Eggs | FOD3070 | Advanced Meat Cookery |
| FOD2070 | Stocks, Soups & Sauces | FOD3000 | Basic Meat Cutting |
| FOD2080 | Vegetables/Fruits/Grains | FOD3090 FOD3100 | _ |
| FOD2090 | Creative Cold Foods | | Entertaining with Food |
| FOD2100 | Basic Meat Cookery | FOD3110 | Food Processing |
| FOD2110 | Fish & Poultry | FOD3120 | Food Evolution/Innovation |
| FOD2120 | Meal Planning 2 | FOD3130 | The Food Entrepreneur |
| | | FOD3140 | International Cuisine 2 |

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| CAREER A | | | |
|--|--|--|--|
| | AND TECHNOLOGY STUDIES*(continued) | | |
| Forestry [l | Each course is worth 1 credit.] ① ② | | |
| FOR1010 | Why Forestry? | FOR2070 | Harvest Practices (Fibre Harvest & Processing) |
| FOR1020 | Forest Regions of Canada | FOR2100 | Forests Forever 2 (Management Practices) |
| WLD1030 | Outdoor Experiences 1 (Survival Skills) | FOR2120 | Users in the Forest |
| FOR1050 | Mapping & Aerial Photos | FOR3010 | Issues in Forestry |
| FOR1060 | Measuring the Forest 1 (Measurement Skills) | FOR3060 | Measuring the Forest 3 (Survey Applications) |
| FOR1090 | Forest Ecology 1 (Ecosystem Dynamics) | FOR3070 | The Forest Marketplace |
| FOR1100 | Forests Forever 1 (Forest Use & Protection) | FOR3080 | Forest Technology Applications |
| FOR2010 | Making a Difference (Protection & Stewardship) | FOR3090 | Forest Ecology 2 (Silvics & Succession) |
| FOR2030 | Managing Alberta Forests | FOR3110 | Silviculture (Growing the Forest) |
| WLD2030 | Outdoor Experiences 2 (Wilderness Excursion) | FOR3120 | Integrated Resource Management (Balancing Need |
| FOR2060 | Measuring the Forest 2 (Sampling Techniques) | | |
| Informatic | on Processing [Each course is worth 1 credit.] 1 | | |
| INF1020 | Keyboarding 1 | INF2210 | Computer Science 2 |
| INF1030 | Word Processing 1 | INF2220 | Object-oriented Programming 1 |
| INF1040 | Graphics Tools | INF3010 | Hardware/Software Analysis |
| INF1050 | Database 1 | INF3020 | Local Area Networks |
| INF1060 | Spreadsheet 1 | INF3030 | Keyboarding 4 |
| INF1070 | Hypermedia Tools | INF3040 | Keyboarding 5 |
| | Programming 1 | INF3050 | Keyboarding 6 |
| INF1080 | i iogianimig i | 1141 2020 | Reypoarding o |
| INF1080 INF1210 | Computer Science 1 | INF3060 | Word Processing 3 |
| INF1210 | | | |
| | Computer Science 1 | INF3060 | Word Processing 3 |
| INF1210 INF2010 INF2030 | Computer Science 1 Workstation Operations | INF3060 INF3070 | Word Processing 3 Electronic Publishing 2 |
| INF1210 INF2010 INF2030 INF2040 | Computer Science 1 Workstation Operations Keyboarding 2 | INF3060 INF3070 INF3080 | Word Processing 3 Electronic Publishing 2 Information Management Tools |
| INF1210 INF2010 INF2030 INF2040 INF2050 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 | INF3060 INF3070 INF3080 INF3090 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 |
| INF1210 INF2010 INF2030 INF2040 INF2050 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 | INF3060 INF3070 INF3080 INF3090 INF3100 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 | INF3060 INF3070 INF3080 INF3090 INF3110 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2090 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 |
| INF1210 INF2010 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 INF3130 INF3140 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2090 INF2100 INF2110 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports | INF3060 INF3070 INF3080 INF3090 INF3110 INF31120 INF3130 INF3140 INF3150 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2090 INF2100 INF2110 INF2110 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2090 INF2100 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms Software Integration 1 | INF3060 INF3070 INF3080 INF3100 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 INF3170 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 Programming Application 3 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2100 INF2110 INF2110 INF2120 INF2130 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms Software Integration 1 Multimedia Authoring 1 | INF3060 INF3070 INF3080 INF3090 INF3110 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 INF3170 INF3170 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 Programming Application 3 Telecommunications 2 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2100 INF2110 INF2110 INF2110 INF2120 INF2130 INF2140 INF2140 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms Software Integration 1 Multimedia Authoring 1 Process Control | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 INF3170 INF3180 INF3190 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 Programming Application 3 Telecommunications 2 Information Highway 3 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2080 INF2100 INF2110 INF2110 INF2110 INF2120 INF2130 INF2140 INF2150 INF2150 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms Software Integration 1 Multimedia Authoring 1 Process Control Programming 2 | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 INF3170 INF3180 INF3190 INF3200 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 Programming Application 3 Telecommunications 2 Information Highway 3 Internet Services |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2090 INF2100 INF2110 INF2110 INF2120 INF2130 INF2140 INF2140 INF2150 INF2160 INF2170 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms Software Integration 1 Multimedia Authoring 1 Process Control Programming 2 Programming 3 | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 INF3170 INF3170 INF3170 INF3180 INF3200 INF3200 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 Programming Application 3 Telecommunications 2 Information Highway 3 Internet Services Computer Science 3 |
| INF1210 INF2010 INF2030 INF2040 INF2050 INF2060 INF2070 INF2090 INF2100 INF2110 INF2110 INF2120 INF2130 INF2130 | Computer Science 1 Workstation Operations Keyboarding 2 Keyboarding 3 Word Processing 2 Electronic Publishing 1 Database 2 Spreadsheet 2 Correspondence Reports Tables/Forms Software Integration 1 Multimedia Authoring 1 Process Control Programming 2 Programming 3 Programming 4 | INF3060 INF3070 INF3080 INF3090 INF3100 INF3110 INF3120 INF3130 INF3140 INF3150 INF3160 INF3170 INF3170 INF3180 INF3190 INF3200 INF3210 INF3220 | Word Processing 3 Electronic Publishing 2 Information Management Tools Software Integration 3 Specialization 1 Specialization 2 Software Integration 2 Multimedia Authoring 2 Expert Systems Programming Application 1 Programming Application 2 Programming Application 3 Telecommunications 2 Information Highway 3 Internet Services Computer Science 3 Object-oriented Programming 2 |

- Prerequisite courses are identified in the program of studies for each CTS strand.
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| _egal Stud | lies [Each course is worth 1 credit.] ① ② | | |
|--|---|---|--|
| _GS1010 | You & the Law 1 | LGS3010 | Consumer & Property Law |
| | (as a Consumer and as a Family Member) | LGS3020 | Dispute Resolution |
| _GS1020 | You & the Law 2 (in Society and in the Workplace) | LGS3040 | Negligence |
| LGS2010 | Family Law | LGS3050 | Law & Small Business |
| LGS2020 | Labour Law | LGS3060 | Controversy & Change |
| LGS2030 | Environmental Law | LGS3070 | Landmark Decisions |
| LGS2050 | Law & the Traveller | LGS3080 | Criminal Law |
| Logistics | [Each course is worth 1 credit.] 1 2 | | |
| LOG1010 | Logistics | LOG2030 | Purchasing 2 |
| _OG1020 | Warehouse & Distribute 1 | LOG2040 | Inventory Management 1 |
| LOG1030 | Traffic & Transport 1 | LOG3010 | Warehouse & Distribute 3 |
| LOG1040 | Purchasing 1 | LOG3020 | Traffic & Transport 3 |
| LOG2010 | Warehouse & Distribute 2 | LOG3030 | Purchasing 3 |
| LOG2020 | Traffic & Transport 2 | LOG3040 | Inventory Management 2 |
| | | | |
| | ent and Marketing [Each course is worth 1 credit.] ① ② | | |
| Managem | - | MAM3010 | The Business Organization |
| _ | Management & Marketing Basics | | The Business Organization Business in the Canadian Economy |
| MAM1010 | Management & Marketing Basics Quality Customer Service | MAM3020 | • |
| MAM1010 MAM1020 | Management & Marketing Basics Quality Customer Service Communication Strategies 1 | MAM3020 MAM3030 | Business in the Canadian Economy |
| MAM1010 MAM1020 MAM1030 | Management & Marketing Basics Quality Customer Service Communication Strategies 1 Managing for Quality | MAM3020 MAM3030 MAM3040 | Business in the Canadian Economy Business in the Global Marketplace |
| MAM1010 MAM1020 MAM1030 MAM2010 MAM2030 | Management & Marketing Basics Quality Customer Service Communication Strategies 1 Managing for Quality | MAM3020 MAM3030 MAM3040 MAM3050 | Business in the Canadian Economy Business in the Global Marketplace Promotion: Sales Techniques |
| MAM1010 MAM1020 MAM1030 MAM2010 MAM2030 MAM2040 | Management & Marketing Basics Quality Customer Service Communication Strategies 1 Managing for Quality Promotion: Visual Merchandising | MAM3020 MAM3030 MAM3040 MAM3050 MAM3060 | Business in the Canadian Economy Business in the Global Marketplace Promotion: Sales Techniques Distributing Goods & Services |
| MAM1010 MAM1020 MAM1030 MAM2010 MAM2030 MAM2040 MAM2050 | Management & Marketing Basics Quality Customer Service Communication Strategies 1 Managing for Quality Promotion: Visual Merchandising Retail Operations | MAM3020 MAM3030 MAM3040 MAM3050 MAM3060 MAM3070 | Business in the Canadian Economy Business in the Global Marketplace Promotion: Sales Techniques Distributing Goods & Services Setting Up a Retail Store |
| MAM1010 MAM1020 MAM1030 MAM2010 MAM2030 MAM2040 MAM2050 MAM2060 | Management & Marketing Basics Quality Customer Service Communication Strategies 1 Managing for Quality Promotion: Visual Merchandising Retail Operations Office Systems 1 | MAM3020 MAM3030 MAM3040 MAM3050 MAM3060 MAM3070 MAM3080 | Business in the Canadian Economy Business in the Global Marketplace Promotion: Sales Techniques Distributing Goods & Services Setting Up a Retail Store Office Systems 2 |

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| Mechanic | s [Each course is worth 1 credit.] ① ② | | |
|-----------|--|---------|----------------------------|
| MEC1010 | Modes & Mechanisms | MEC2190 | Surface Preparation 2 |
| MEC1020 | Vehicle Service & Care | MEC2200 | Refinishing 1 |
| MEC1040 | Engine Fundamentals | MEC2210 | Touch-up & Finishing |
| MEC1090 | Electrical Fundamentals | MEC2220 | Interior Repairs |
| MEC1110 | Pneumatics & Hydraulics | MEC3010 | Buying & Selling Vehicles |
| MEC1130 | Mechanical Systems | MEC3020 | Vehicle Value Appraisal |
| MEC1150 | Ride & Control Systems | MEC3030 | Engine Diagnosis |
| MEC1160 | Structures & Materials | MEC3040 | Engine Tune-up |
| MEC1170 | Metal Forming & Finishing | MEC3050 | Engine Replacement |
| MEC1190 | Surface Preparation 1 | MEC3060 | Engine Reconditioning 1 |
| MEC2010 | Vehicle Detailing | MEC3070 | Engine Reconditioning 2 |
| MEC2020 | Vehicle Maintenance | MEC3080 | Alternative Energy Systems |
| MEC2030 | Lubrication & Cooling | MEC3090 | Computer Systems |
| MEC2040 | Fuel & Exhaust Systems | MEC3100 | Safety Systems |
| MEC2050 | Alternative Fuel Engines | MEC3110 | Climate Control |
| MEC2060 | Ignition Systems | MEC3120 | Power Assisting |
| MEC2070 | Emission Controls | MEC3130 | Automatic Transmissions |
| MEC2090 | Electrical Components | MEC3140 | Drive Train Repair |
| MEC2100 | Power Assist Accessories | MEC3150 | Wheel Alignment |
| MEC2110 | Braking Systems | MEC3160 | Body Repair Estimation |
| MEC2120 | Hydraulic Accessories | MEC3170 | Damage Analysis |
| MEC2130 | Drive Trains | MEC3180 | Damage Repair 1 |
| | Transmissions/Transaxles | MEC3190 | Damage Repair 2 |
| MEC2150 | Suspension Systems | MEC3200 | Refinishing 2 |
| | Steering Systems | MEC3210 | Plastic & Fibreglass |
| MEC2170 | Metal Repair & Finishing | MEC3220 | Glass Replacement |
| MEC2180 | Trim Replacement | MEC3230 | Refinishing 3 |
| Tourism S | Studies [Each course is worth 1 credit.] • 2 | | |
| TOU1010 | The Tourism Industry | TOU2080 | Travel Planning |
| TOU1020 | People & Places | TOU2090 | Tourism Interpretation 1 |
| TOU1030 | Quality Guest Service | TOU2100 | Tourism Interpretation 2 |
| TOU1040 | The Food Sector | TOU3030 | Food Service Operations |
| TOU1050 | The Accommodation Sector | TOU3040 | Hotel/Motel Operations |
| TOU1060 | The Travel Sector | TOU3050 | Alternative Accommodations |
| TOU1070 | The Attractions Sector | TOU3060 | Travel Agency Operations |
| TOU2010 | Tourism Events | TOU3070 | Reservations & Ticketing |
| TOU2040 | Food Functions | TOU3080 | Air Transportation |
| TO: 10050 | Meetings & Conferences | TOU3090 | Surface Transportation |
| TOU2050 | weetings & conferences | | carrace transportation |
| TOU2050 | Tourism Destinations 1 | TOU3100 | Attractions Operations |

- Prerequisite courses are identified in the program of studies for each CTS strand.
- 2 The waiver of prerequisite process does not apply to CTS courses
- ★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

CAREER AND TECHNOLOGY STUDIES★(continued) Wildlife [Each course is worth 1 credit.] • 2 WLD1010 What Is Wildlife? WLD2060 Interactions (Wildlife & Society) WLD1020 Natural History of Wildlife WLD2070 Hunting & Game Management 2 (Field Techniques/Regulations) WLD1030 Outdoor Experiences 1 (Survival Skills) WLD2090 Issues in Wildlife 1 (Research & Analysis) WLD1050 Taking Responsibility (People, Culture & Wildlife) WLD3020 Making a Difference (Protection & Stewardship) WLD1070 Hunting & Game Management 1 (Ethics/Game Identification) WLD3040 Wildlife Research WLD1080 Angling & Fish Management WLD3050 Wildlife Management 1 (Basic Principles) WLD2020 Measuring the Value (Diversity of Wildlife Values) WLD3060 Wildlife Management 2 (Applications) WLD2030 Outdoor Experiences 2 (Wilderness Excursion) WLD3090 Issues in Wildlife 2 (Negotiation & Debate) WLD2040 Wildlife Spaces & Species

[•] Prerequisite courses are identified in the program of studies for each CTS strand.

² The waiver of prerequisite process does not apply to CTS courses

[★] The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

Appendix 2

Registered
Apprenticeship
Program
(RAP) Course
Codes and
Course Names

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both the Curriculum Branch and Apprenticeship and Industry Training. Complete details about apprenticeship can be found on the Web site at www.tradesecrets.org.



Registered Apprenticeship Program courses are classified as locally developed courses. School jurisdictions intending to offer this program should refer to the following policy and service documents:



• Off-campus Education policy found in the K–12 Learning System Policy, Regulations and Forms Manual



 Off-campus Education Guide for Administrators, Counsellors and Teachers, 2000



 Registered Apprenticeship Program: Information Manual, February 2003.

Note: For courses and course codes approved after the printing of this *Guide*, check the online version of the *Guide to Education: ECS to Grade 12*. The newly approved courses and course codes will be shown with a colour shaded background in the online version.

| Grade 10 | Grade 11 | Grade 12 |
|---|--|--|
| REGISTERED APPRENTICESHIP PROGRA | M (RAP) | |
| RAP4164 Agricultural Equipment Technician ① | RAP5164 Agricultural Equipment Technician 25a | RAP6164 Agricultural Equipment Technician 35a |
| RAP1659 Appliance Service Technician 15(5) | RAP2659 Appliance Service Technician 25a | RAP3659 Appliance Service (5) Technician 35a (5) RAP3660 Appliance Service (5) Technician 35b (5) RAP3661 Appliance Service (5) RAP3662 Appliance Service (5) Technician 35d (5) |
| RAP1992 Auto Body Technician 15 (5) | RAP2992 Auto Body Technician 25a(5) RAP2993 Auto Body Technician 25b(5) RAP2994 Auto Body Technician 25c(5) | RAP3992 Auto Body Technician 35a(5) RAP3993 Auto Body Technician 35b(5) RAP3994 Auto Body Technician 35c(5) RAP3995 Auto Body Technician 35d(5) |
| RAP1762 Automotive Service Technician 15(5) | RAP2762 Automotive Service Technician 25a(5) RAP2763 Automotive Service Technician 25b(5) RAP2764 Automotive Service Technician 25c(5) | RAP3762 Automotive Service Technician 35a (5) RAP3763 Automotive Service Technician 35b (5) RAP3764 Automotive Service Technician 35c (5) RAP3765 Automotive Service Technician 35d (5) |

Formerly Agricultural Mechanic.

(continued)



Denotes a hyperlink in the online version to a referenced government document.

Denotes a hyperlink in the online version to a referenced government Web site.

Denotes a hyperlink in the online version to a referenced section within this Guide.

| Grade 10 | Grade 11 | Grade 12 | |
|---|---|---|--|
| REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued) | | | |
| RAP4100 Baker 15(5) | RAP5100 Baker 25a | RAP6100 Baker 35a | |
| RAP4168 Boilermaker 15(5) | RAP5168 Boilermaker 25a | RAP6168 Boilermaker 35a | |
| RAP4172 Bricklayer 15(5) | RAP5172 Bricklayer 25a | RAP6172 Bricklayer 35a | |
| RAP4104 Cabinetmaker 15(5) | RAP5104 Cabinetmaker 25a(5) RAP5105 Cabinetmaker 25b(5) RAP5106 Cabinetmaker 25c(5) | RAP6104 Cabinetmaker 35a | |
| RAP4108 Carpenter 15(5) | RAP5108 Carpenter 25a | RAP6108 Carpenter 35a | |
| RAP4180 Communication Technician 15 ①(5) | RAP5180 Communication Technician 25a | RAP6180 Communication Technician 35a | |
| RAP4176 Concrete Finisher 15(5) | RAP5176 Concrete Finisher 25a (5) RAP5177 Concrete Finisher 25b (5) RAP5178 Concrete Finisher 25c (5) | RAP6176 Concrete Finisher 35a (5) RAP6177 Concrete Finisher 35b (5) RAP6178 Concrete Finisher 35c (5) RAP6179 Concrete Finisher 35d (5) | |
| RAP4112 Cook 15(5) | RAP5112 Cook 25a | RAP6112 Cook 35a | |
| RAP4184 Crane and Hoisting Equipment Operator 15(5) | RAP5184 Crane and Hoisting Equipment Operator 25a (5) RAP5185 Crane and Hoisting Equipment Operator 25b (5) RAP5186 Crane and Hoisting Equipment Operator 25c (5) | RAP6184 Crane and Hoisting Equipment Operator 35a (5) RAP6185 Crane and Hoisting Equipment Operator 35b (5) RAP6186 Crane and Hoisting Equipment Operator 35c (5) RAP6187 Crane and Hoisting Equipment Operator 35d (5) | |
| RAP4116 Electrical Motor Systems Technician 15 2(5) | RAP5116 Electrical Motor Systems Technician 25a 2 | RAP6116 Electrical Motor Systems Technician 35a 2 | |
| RAP1758 Electrician 15(5) | RAP2758 Electrician 25a | RAP3758 Electrician 35a | |

¹ Formerly Communication Electrician.

(continued)

² Formerly Electrical Rewind Mechanic.

| Grade 10 | Grade 11 | Grade 12 |
|---|---|--|
| REGISTERED APPRENTICESHIP PROGRA | M (RAP) (continued) | |
| RAP1651 Electronic Technician 15(5) | RAP2651 Electronic Technician 25a(5) RAP2652 Electronic Technician 25b(5) RAP2653 Electronic Technician 25c(5) | RAP3651 Electronic Technician 35a (5) RAP3652 Electronic Technician 35b (5) RAP3653 Electronic Technician 35c (5) RAP3654 Electronic Technician 35d (5) |
| RAP4256 Elevator Constructor 15(5) | RAP5256 Elevator Constructor 25a (5) RAP5257 Elevator Constructor 25b (5) RAP5258 Elevator Constructor 25c (5) | RAP6256 Elevator Constructor 35a (5) RAP6257 Elevator Constructor 35b (5) RAP6258 Elevator Constructor 35c (5) RAP6259 Elevator Constructor 35d (5) |
| RAP4120 Floorcovering Installer 15(5) | RAP5120 Floorcovering Installer 25a (5) RAP5121 Floorcovering Installer 25b (5) RAP5122 Floorcovering Installer 25c (5) | RAP6120 Floorcovering Installer 35a (5) RAP6121 Floorcovering Installer 35b (5) RAP6122 Floorcovering Installer 35c (5) RAP6123 Floorcovering Installer 35d (5) |
| RAP4124 Gasfitter—First Class 15(5) | RAP5124 Gasfitter—First Class 25a (5) RAP5125 Gasfitter—First Class 25b (5) RAP5126 Gasfitter—First Class 25c (5) | RAP6124 Gasfitter—First Class 35a (5) RAP6125 Gasfitter—First Class 35b (5) RAP6126 Gasfitter—First Class 35c (5) RAP6127 Gasfitter—First Class 35d (5) |
| RAP4128 Glazier 15(5) | RAP5128 Glazier 25a | RAP6128 Glazier 35a |
| RAP1853 Hairstylist 15(5) | RAP2853 Hairstylist 25a | RAP3853 Hairstylist 35a |
| RAP1988 Heavy Equipment Technician 15(5) | RAP2988 Heavy Equipment Technician 25a | RAP3988 Heavy Equipment |
| RAP4132 Instrument Technician 15(5) | RAP5132 Instrument Technician 25a (5) RAP5133 Instrument Technician 25b (5) RAP5134 Instrument Technician 25c (5) | RAP6132 Instrument Technician 35a . (5) RAP6133 Instrument Technician 35b . (5) RAP6134 Instrument Technician 35c (5) RAP6135 Instrument Technician 35d . (5) |
| RAP4136 Insulator 15(5) | RAP5136 Insulator 25a | RAP6136 Insulator 35a |
| RAP4188 Ironworker 15(5) | RAP5188 Ironworker 25a(5) RAP5189 Ironworker 25b(5) RAP5190 Ironworker 25c(5) | RAP6188 Ironworker 35a |
| RAP4192 Landscape Gardener 15(5) | RAP5192 Landscape Gardener 25a (5) RAP5193 Landscape Gardener 25b (5) RAP5194 Landscape Gardener 25c (5) | RAP6192 Landscape Gardener 35a (5) RAP6193 Landscape Gardener 35b (5) RAP6194 Landscape Gardener 35c (5) RAP6195 Landscape Gardener 35d (5) |
| RAP4196 Lather-Interior Systems Mechanic 15(5) | RAP5196 Lather-Interior Systems Mechanic 25a | RAP6196 Lather-Interior Systems Mechanic 35a |

(continued)

| Grade 10 | Grade 11 | Grade 12 |
|--|---|--|
| EGISTERED APPRENTICESHIP PROGR | RAM (RAP) (continued) | |
| AP4260 Locksmith 15(5) | RAP5260 Locksmith 25a | RAP6260 Locksmith 35a |
| AP4140 Machinist 15(5) | RAP5140 Machinist 25a(5) RAP5141 Machinist 25b(5) RAP5142 Machinist 25c(5) | RAP6140 Machinist 35a |
| AP4144 Millwright 15(5) | RAP5144 Millwright 25a(5) RAP5145 Millwright 25b(5) RAP5146 Millwright 25c(5) | RAP6144 Millwright 35a |
| AP1646 Motorcycle Mechanic 15(5) | RAP2646 Motorcycle Mechanic 25a (5) RAP2647 Motorcycle Mechanic 25b (5) RAP2648 Motorcycle Mechanic 25c (5) | RAP3646 Motorcycle Mechanic 35a (5) RAP3647 Motorcycle Mechanic 35b (5) RAP3648 Motorcycle Mechanic 35c (5) RAP3649 Motorcycle Mechanic 35d (5) |
| AP4284 Outdoor Power Equipment Technician 15(5) | RAP5284 Outdoor Power Equipment Technician 25a | RAP6284 Outdoor Power Equipment Technician 35a |
| AP4148 Painter and Decorator 15(5) | RAP5148 Painter and Decorator 25a (5) RAP5149 Painter and Decorator 25b (5) RAP5150 Painter and Decorator 25c (5) | RAP6148 Painter and Decorator 35a (5) RAP6149 Painter and Decorator 35b (5) RAP6150 Painter and Decorator 35c (5) RAP6151 Painter and Decorator 35d (5) |
| AP1655 Parts Technician 15 1 (5) | RAP2655 Parts Technician 25a 1 (5) RAP2656 Parts Technician 25b 1 (5) RAP2657 Parts Technician 25c 1 (5) | RAP3655 Parts Technician 35a 1 (5) RAP3656 Parts Technician 35b 1 (5) RAP3657 Parts Technician 35c 1 (5) RAP3658 Parts Technician 35d 1 (5) |
| AP4152 Plumber 15(5) | RAP5152 Plumber 25a | RAP6152 Plumber 35a |
| AP4204 Power Lineman 15(5) | RAP5204 Power Lineman 25a(5) RAP5205 Power Lineman 25b(5) RAP5206 Power Lineman 25c(5) | RAP6204 Power Lineman 35a |
| AP4208 Power System Electrician 15(5) | RAP5208 Power System | RAP6208 Power System Electrician 35a |

| Grade 10 | Grade 11 | Grade 12 |
|---|---|---|
| REGISTERED APPRENTICESHIP PROGRA | AM (RAP) (continued) | |
| RAP4280 Recreation Vehicle Service Technician 15(5) | RAP5280 Recreation Vehicle Service Technician 25a(5) RAP5281 Recreation Vehicle Service Technician 25b(5) RAP5282 Recreation Vehicle Service Technician 25c(5) | RAP6280 Recreation Vehicle Service Technician 35a |
| RAP4156 Refrigeration and Air Conditioning Mechanic 15 (5) | RAP5156 Refrigeration and Air Conditioning Mechanic 25a(5) RAP5157 Refrigeration and Air Conditioning Mechanic 25b(5) RAP5158 Refrigeration and Air Conditioning Mechanic 25c(5) | RAP6156 Refrigeration and Air Conditioning Mechanic 35a. (5) RAP6157 Refrigeration and Air Conditioning Mechanic 35b. (5) RAP6158 Refrigeration and Air Conditioning Mechanic 35c. (5) RAP6159 Refrigeration and Air Conditioning Mechanic 35d. (5) |
| RAP4224 Roofer 15(5) | RAP5224 Roofer 25a | RAP6224 Roofer 35a |
| RAP4228 Sawfiler 15(5) | RAP5228 Sawfiler 25a(5) RAP5229 Sawfiler 25b(5) RAP5230 Sawfiler 25c(5) | RAP6228 Sawfiler 35a |
| RAP4232 Sheet Metal Worker 15 (5) | RAP5232 Sheet Metal Worker 25a(5) RAP5233 Sheet Metal Worker 25b(5) RAP5234 Sheet Metal Worker 25c(5) | RAP6232 Sheet Metal Worker 35a (5) RAP6233 Sheet Metal Worker 35b (5) RAP6234 Sheet Metal Worker 35c (5) RAP6235 Sheet Metal Worker 35d (5) |
| RAP4236 Sprinkler Systems Installer 15(5) | RAP5236 Sprinkler Systems | RAP6236 Sprinkler Systems Installer 35a |
| RAP4160 Steamfitter-Pipefitter 15 (5) | RAP5160 Steamfitter-Pipefitter 25a(5) RAP5161 Steamfitter-Pipefitter 25b(5) RAP5162 Steamfitter-Pipefitter 25c(5) | RAP6160 Steamfitter-Pipefitter 35a (5) RAP6161 Steamfitter-Pipefitter 35b (5) RAP6162 Steamfitter-Pipefitter 35c (5) RAP6163 Steamfitter-Pipefitter 35d (5) |
| RAP4240 Structural Steel and Plate Fitter 15(5) | RAP5240 Structural Steel and Plate Fitter 25a(5) RAP5241 Structural Steel and Plate Fitter 25b(5) RAP5242 Structural Steel and Plate Fitter 25c(5) | RAP6240 Structural Steel and Plate Fitter 35a |
| RAP4244 Tilesetter 15(5) | RAP5244 Tilesetter 25a(5) RAP5245 Tilesetter 25b(5) RAP5246 Tilesetter 25c(5) | RAP6244 Tilesetter 35a |
| RAP4248 Tool and Die Maker 15 (5) | RAP5248 Tool and Die Maker 25a(5) RAP5249 Tool and Die Maker 25b(5) RAP5250 Tool and Die Maker 25c(5) | RAP6248 Tool and Die Maker 35a(5) RAP6249 Tool and Die Maker 35b(5) RAP6250 Tool and Die Maker 35c(5) RAP6251 Tool and Die Maker 35d(5) |

(continued)

| Grade 10 | Grade 11 | Grade 12 |
|--|---|---|
| REGISTERED APPRENTICESHIP PROGRA | M (RAP) (continued) | |
| RAP4252 Transport Refrigeration Technician 15 ①(5) | RAP5252 Transport Refrigeration Technician 25a | RAP6252 Transport Refrigeration Technician 35a |
| RAP1641 Water Well Driller 15(5) | RAP2641 Water Well Driller 25a(5) RAP2642 Water Well Driller 25b(5) RAP2643 Water Well Driller 25c(5) | RAP3641 Water Well Driller 35a(5) RAP3642 Water Well Driller 35b(5) RAP3643 Water Well Driller 35c(5) RAP3644 Water Well Driller 35d(5) |
| RAP1663 Welder 15(5) | RAP2663 Welder 25a | RAP3663 Welder 35a |

[•] Formerly Transport Refrigeration Mechanic.

Appendix 3

Course Challenge

Course challenge is a provision that allows senior high school students to challenge the outcomes for a course by participating in a formal assessment process, rather than taking the course.

General Information

Assessment process is the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of his or her work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence. There are some exceptions. The course challenge does not apply for courses having no specifically defined content in the program of studies; e.g., Special Projects 10, 20 and 30 and Work Experience 15, 25 and 35.

The following courses are also excluded from the challenge provision:

Exceptions

- French 13
- Mathematics Preparation 10
- All RAP courses
- CTS courses completed in grades 7, 8 and 9.

Course challenge is a provision that allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process, be given a final course mark, and, if successful, credits in that course

Course challenge in diploma examination courses applies only to the school-awarded mark component of the course, and therefore will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Course sequence refers to a sequence of courses that together comprise a complete set of prerequisites; e.g., French Language Arts 10–20–30.

School authority includes a school board, a charter school or an accredited private school.

Summative evaluation means final evaluation of learning outcomes.

Procedures

Introduction

The following procedures are mandated by Alberta Learning.

The course challenge process shall be available to a senior high school student in Alberta who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment. For diploma examination courses, this applies only to the school-awarded mark component.

Students

The student shall initiate the course challenge process and shall take the responsibility for providing evidence of readiness to challenge a course; e.g., a portfolio, other collection, or documentation of work and/or experience, a recommendation from a junior high school teacher.

A student may not initiate a course challenge for a course in a lower level sequence if the student has already completed a course in a higher level sequence. For example, a student who has earned credits for Pure Mathematics 30 may not challenge Mathematics 24. However, a student who has been waived to a higher level course in a sequence may challenge the lower level course(s) in that sequence. For example, a student who is waived into Pure Mathematics 30 may challenge Pure Mathematics 20.

A student who successfully completes a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination in order to be eligible for a final course mark and credit in that course.

High School Principal

- Course challenges shall be administered by the senior high school according to its policy, only after the student is enrolled in the senior high school.
- A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, student, parent(s), and subject teacher(s). The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course, and the student's apparent capacity to handle successfully the course at the next level.

- The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation noted above.
- The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning expectations for the course as outlined in the program of studies, in a timely and practical manner.
- The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to a certificated teacher who has taught the course.

Marks, Credits, Reporting

- The senior high school principal shall report a student's achievement in a course challenge according to the directive under Reporting Student Achievement in Senior High School Subjects in the Student Assessment in Senior High School Subjects section.
- A student who successfully demonstrates through the course challenge process that he or she possesses the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.
- Upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" for pass for courses lower in the course sequence shall be reported by the principal. A course challenge is to be reported upon completion.

Funding

- A school shall not charge funded senior high school students or their families a fee for administering course challenges. Schools shall receive 20% of the full credit enrollment unit funding for a student who completes a course challenge and who does not choose to take the course in that semester. See below.
- A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.



- If a student chooses to take a course in the same semester in which he or she attempts a course challenge either successfully or unsuccessfully, the school shall submit only the course mark. That is, in such circumstances, any mark achieved through the course challenge process is invalid, and the school will be funded for the full credit enrollment unit
- A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course, or wishes to raise his or her mark, the student is required to take the course.

School Authorities

- Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.
- Each school authority shall establish procedures to communicate to parents and students the availability of, and procedures for, course challenges.
- A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, other than for those exceptions noted under General Information above and in the Awarding Course Credits section.
- A school authority may choose to provide for requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges.
 A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment; e.g., personal transportation.

Appendix 4

Information Bulletin on HIV/AIDS in Educational Settings

Background

This information bulletin provides information and advice for school authorities and regional health authorities to meet their joint responsibility in providing educational programming to all eligible children and to protect the general public from communicable diseases.

AIDS (acquired immunodeficiency syndrome) is the end phase of a HIV (human immunodeficiency virus) infection. This virus attacks the body's natural defense mechanisms, the immune system, steadily weakening one's ability to resist various infectious diseases and cancers. It often takes ten to twelve years, or longer, for adults infected with HIV to develop AIDS; in infants and children AIDS may progress much more rapidly.

There is no vaccine to prevent HIV infection; the ability of the virus to undergo a continual process of mutation makes it unlikely a successful vaccine will be developed within the next several years. While presently there are no drugs that will "cure" HIV infection, encouraging progress has been made in recent years in the clinical management of persons living with HIV/AIDS. By taking a combination of newer antiviral drugs, often referred to as a "cocktail," the amount of virus present in the body can be vastly reduced, allowing the body's immune system to return toward near normal levels. Along with other medications aimed at preventing the onset of the most common of the so-called "opportunistic infections" (Pneumocystis carinii pneumonia, PCP), current therapy allows many persons with HIV infection/AIDS to maintain active, productive, relatively healthy lives for many years. However, adherence to the intensive, and expensive, drug regimen is challenging for even the most conscientious individuals. Furthermore, the virus can mutate to develop resistance to the antiviral drugs currently available, with the result that HIV infection must still be considered as a potentially lethal disease.

However, HIV infection is preventable. We know how to reduce the risk of someone becoming infected. Among adults and adolescents in Canada, HIV is spread mainly through sexual contact, both heterosexual and homosexual, and by the sharing of needles and syringes to inject drugs. This can include injection of steroids by athletes or body-builders. Since November 1985, all blood donors in Canada have been tested for HIV and the risk of being infected through a blood transfusion has been virtually eliminated. Laboratory tests have shown that HIV is present mainly in blood, semen and

vaginal secretions; although the virus has been detected in small amounts in saliva and tears, there are no documented reports of HIV spread from contact with these fluids.

Casual contact, such as hugging, shaking hands or sharing a glass, does not result in transmission of HIV.

There are reports of relatively small numbers of health care workers who have been infected with HIV in the workplace. Exposure to the virus has usually taken place through penetrating injuries with needles or other sharp instruments contaminated with blood. Other forms of contact, such as having blood splashed into the eyes or mouth, or prolonged contact with blood on skin damaged by disease or open wounds, have rarely resulted in HIV infection. Caution is urged for anyone handling another person's blood or other body fluids since these may contain HIV or viruses that cause hepatitis B or C; in many instances, both infected individuals and their attending physicians may be unaware of the infection.

Despite the amount of knowledge gained about how HIV is and is <u>not</u> spread, some persons are still very fearful of becoming infected with the virus through day to day activities and contact with people in the workplace. Efforts should be made to recognize that the fear is very real for those people and should be dealt with through patience, understanding and improved education about HIV transmission.

The majority of children with HIV infection acquired the virus from their infected mothers. HIV may spread from mother to infant during pregnancy, during the delivery or, less commonly, through breast-feeding. A few children in Canada were infected through transfusions of contaminated blood or blood products; e.g., those with hemophilia. A few isolated reports of HIV spread to children in a household where there is someone known to be infected have revealed unusual situations that probably accounted for unrecognized exposure to blood.

As of December 31, 1997 there were 170 cases of AIDS reported in Canada among children less than 15 years old, and most of these children have died. The number of infants and children currently infected with HIV is not known.

None of the identified cases of HIV infection in children in Canada or the United States has been transmitted in school, day-care and foster care settings, or through casual person-to-person contact. There is no evidence that the types of interaction usual among school children pose any risk of transmitting the virus, nor is there reason to believe there is any

HIV Infection in Children

risk from most situations where exposure to blood could occur in a school setting; e.g., someone with a nosebleed. Nonetheless, standard precautions should be taken. When children/infants are unable to control bodily functions due to illness or have behavioural problems, such as biting, precautions should be taken.

Guidelines

HIV/AIDS is covered under the Communicable Diseases Regulation of the Alberta Public Health Act and there is no legal basis on which to prevent children infected with HIV from attending school. The medical record of the child cannot be divulged by medical or health personnel without the permission of the parent or unless this is required for protection of the child or the public, as considered necessary by the local Medical Officer of Health. No notification to school authorities is necessary except in these instances. Similarly, there is no basis on which to exclude HIV-infected teachers or other school staff from the work setting. There is no need for notification of this diagnosis to school authorities. school authorities become aware of the diagnosis of HIV infection, the right to privacy of the student or employee must be respected. The information must be kept strictly confidential and the number of persons who are aware of the diagnosis must be on a need-to-know basis only.

The following guidelines have been established on the advice of Alberta Health officials and are based on recommendations made by the Laboratory Centre for Disease Control, Health Canada, and the U.S. Centers for Disease Control. Policies of Alberta school authorities regarding HIV/AIDS should be consistent with these guidelines and should be developed with the assistance of local health personnel. A mechanism for ongoing communication between school authorities and regional health authorities should be established. The provincial government will review these guidelines and, on a regular basis as more information becomes available, revisions or modifications may be made.

• The child's educational setting should not be restricted.

For most HIV-infected school-aged children, the benefits of an unrestricted setting would outweigh the risks of their acquiring potentially harmful infections from other children; e.g., chicken pox, and the extremely low or nonexistent risk of transmission of HIV through casual contact. HIV-infected children should be allowed to attend school and ECS programs in an unrestricted setting unless, in the opinion of the Medical Officer of Health and the child's physician, in

consultation with the Provincial Health Officer, there are special circumstances that necessitate some restriction.

The need for any possible restricted environment should be reassessed periodically by the Medical Officer of Health and the attending physician.

• The setting should be based on the child's needs.

Decisions regarding the type of educational and care settings for HIV-infected children should be based on the behaviour, neurologic development, and physical condition of the child and the expected type of interaction with others in those settings. These decisions are best made using the team approach, including the child's physician, public health personnel, the child's parent or guardian, and personnel associated with the proposed care or educational setting. In each case, potential risks and benefits to both the infected child and to others in the setting should be weighed.

• A few children may need special settings.

For the infected preschool-aged child, and for some neurologically handicapped children who lack control of their body secretions or who have behavioural problems, a more restricted environment may be required as determined by the Medical Officer of Health.

Mandatory testing inappropriate.

Mandatory testing for HIV infection as a condition for entry into school or ECS programs is not warranted. Neither students nor staff should be subjected to such tests.

Informing school authorities.

Providing that routine hygienic practices and policies are in place (see below), the HIV-infected student does not present a risk to other students or staff; consequently, there is no need to inform school authorities or other staff of the diagnosis, except in instances where it is required for the protection of the child or the public. In the unlikely event that this notification is necessary, the number of personnel who are made aware of the child's condition must be kept to an absolute minimum. Should persons involved in the care and education of such students become aware of the HIV infection, the child's right to privacy must be respected and any record kept must be strictly confidential. Confidentiality of information is required by the *Alberta Public Health Act*.

First aid procedures.

School personnel should be aware of first aid procedures. Proper equipment, including disposable gloves (latex or other similar material) to be worn for any direct contact with blood, should be part of first aid kits. Review first aid procedures with local public health staff.

• Establishing hygienic practices and policies.

Routine hygienic practices and policies regarding the cleansing of materials and surfaces contaminated with blood or body fluids should be reviewed with local public health staff to minimize the risk of transmission of any infection, including HIV. Hygienic precautions should be encouraged for all contact with blood or body fluids regardless of whether or not the school has any children known to be infected with HIV. All educational activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

Staff should not be restricted.

School staff with HIV infection do not present a risk to either students or other staff. There is no need for any restrictions on their employment. There is no need for notification of this diagnosis to school authorities.

• Implementing provincial guidelines.

School authorities, with the assistance of local public health personnel, should develop policies that are consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases. Such policies should be reviewed regularly by school authorities and local health authorities and regular communication maintained on all health matters.

Additional information on HIV/AIDS or other health related matters is available from:

Disease Control and Prevention, Alberta Health 10025 Jasper Avenue Edmonton, Alberta T5J 2N3

Telephone: 780–427–0836 Fax: 780–422–6663



For more information, contact the Curriculum Branch. Information is also available from the local health authorities located throughout the province. Please contact your regional health authority for information on health services in your area.

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